DOCUMENT RESUME

ED 083 978 JC 730 274

TITLE	Educational Programs for the Handicapped.
INSTITUTION	California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE	71
NOTE	267p.
EDRS PRICE	MF-$0.65 HC-$9.87
DESCRIPTORS	Administrative Personnel; *Community Colleges; Educational Finance; Educational Programs; *Guides; *Handicapped Students; Student Needs; *Vocational Education; *Vocational Rehabilitation; Workshops

ABSTRACT

A handbook on educational programs for the handicapped is presented. The purpose of the handbook is to assist community college educators in meeting the occupational training needs of handicapped students. Areas covered include: analysis of community need, assessment of existing facilities and services, funding sources, program design, basic definitions, educational implications, personnel, public relations, exemplary programs, workshop agenda, workshop staff and workshop notes. (CK)

ED 083978

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EDUCATIONAL PROGRAMS FOR THE HANDICAPPED

California Community Colleges
Sacramento, California
1971

JC 730 274

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FOREWORD

This reference handbook was prepared as part of an inservice training project being conducted by Cerritos College and Chabot College in cooperation with the Office of the Chancellor, California Community Colleges. Funds for the project were made available from the Education Professions Development Act and the Vocational Education Amendments of 1968.

The information presented here will assist Community College educators in meeting the unique occupational training needs of handicapped students. The inservice project activities should stimulate awareness and concern to identify and determine needs of the handicapped and to provide educational experiences for them. Where possible, the handicapped should be integrated into regular, ongoing programs. If necessary, existing programs should be modified or new programs developed. We must also cooperate in arranging placement opportunities.

We recommend that each Community College evaluate its present programs and activities provided for the handicapped. I hope this project will result in an increased number of handicapped students enrolled in Community College occupational programs.

S. W. Brossman

SIDNEY W. BROSSMAN, CHANCELLOR
California Community Colleges

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This reference notebook was prepared under the project, "In-Service Training for Vocational Education Personnel in Programs for the Handicapped."

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. Therefore EPDA programs must be operated in compliance with this law."

This project is being conducted in cooperation with the Bureau of Educational Personnel Development, U.S. Office of Education, under the Education Professions Development Act. Project Number: 19-64360-EF053-72.

ACKNOWLEDGEMENTS

This program reflects a unique interplay of planning and implementation skills from individuals and organizations at both the State and local levels. While it is not possible to identify all the individuals and organizations involved, it seems appropriate to list some of the principal contributors.

The project was funded both under the auspices of the Educational Professions Development Act and the Vocational Education Act of 1968. Strongly influential in conserving and arranging funding for this program were Dr. Sidney Brossman, Chancellor; Mr. Leland Baldwin, Assistant Chancellor; Dr. Harlan Stamm, Dean of Academic Programs; Mr. William Anderson, Consultant in Technical Education, and Dr. James Becket of the State Department of Education.

Implementation of the program has been the joint responsibility of Cerritos College and Chabot College. At Cerritos College, Mr. Richard E. Whiteman, Dean of Vocational Education, and Mr. Jack Kearney have been influential in developing the program; while at Chabot College, Mr. John McKinley, Dean of Instruction, and Mr. Gil Ribera have helped coordinate project efforts.

The Eckman Center, a private corporation located in Woodland Hills, has provided for a major portion of the workshop development and conduct through a subcontract from Chabot College.

Mr. Bruce Monroe, President of INSGROUP, has provided for program evaluation under a contract from Cerritos College.

Six individuals identified as trainers have given their time and effort to assist in the training activities and the development of resource materials. These individuals are Mrs. Francisca Baldwin, Mrs. Arleen Myers, Dr. Mary Jensen, Mr. Gil Ribera, Mr. Paul Beddow, and Mr. Les McCabe. Appreciation is extended also to the members of the Statewide Handicapped Technical Committee and of the Project Handicapped Advisory Council.

Other principal contributors include Robert Allerton, American River College; Gary L. Graham, State Center Junior College District, Fresno; Jim Opperman, Bakersfield Junior College; Mrs. Charlotte Wagner, Cerritos College; Dan Clere, Golden West College.

The most important contribution to this program will be provided subsequent to workshop and resource development activities by the individual ENABLERS who have been nominated by each of the 94 colleges.

A special word of appreciation must go to Steven R. Fasteau and to Jack Kearney, who edited this notebook.

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CHAPTER 1. INTRODUCTION

A. Rationale

During the past few years there has been a general awakening regarding the value of the community college. There are approximately 900 public and private community colleges across the nation serving about 1.6 million students. It has been estimated that by 1975 there will be between 1,200 and 1,300 two-year institutions serving 3.5 to 4.5 million students.[1] The community college offers increased opportunities for continuing education, upgrading job skills, preparation for new employment and comprehensive training in technical and vocational skills.

A growing awareness of the potential value and worth of the handicapped population has emerged in both the educational arena and the labor market. The rapid growth of student population also has included a greater proportion of disabled students enrolling in the community colleges. Consequently, the once overlooked and often neglected population of handicapped persons is now beginning to challenge the community colleges' commitment to serve the _total_ _community_.

There are currently 94 community colleges in the California System serving approximately 700,000 students or 80% of the total student population of the state in higher education. According to Chancellor Sydney W. Brossman, "Each community college is maintained, administered and controlled by a district governing board. The statutes of the state and the rules and regulations established by the Board of Governors of the California Community Colleges prescribe minimum standards for the establishment, operation and administration of public community colleges." Thus, each district strives to meet the needs of the community which it serves with minimum standards guaranteed by the Board of Governors.

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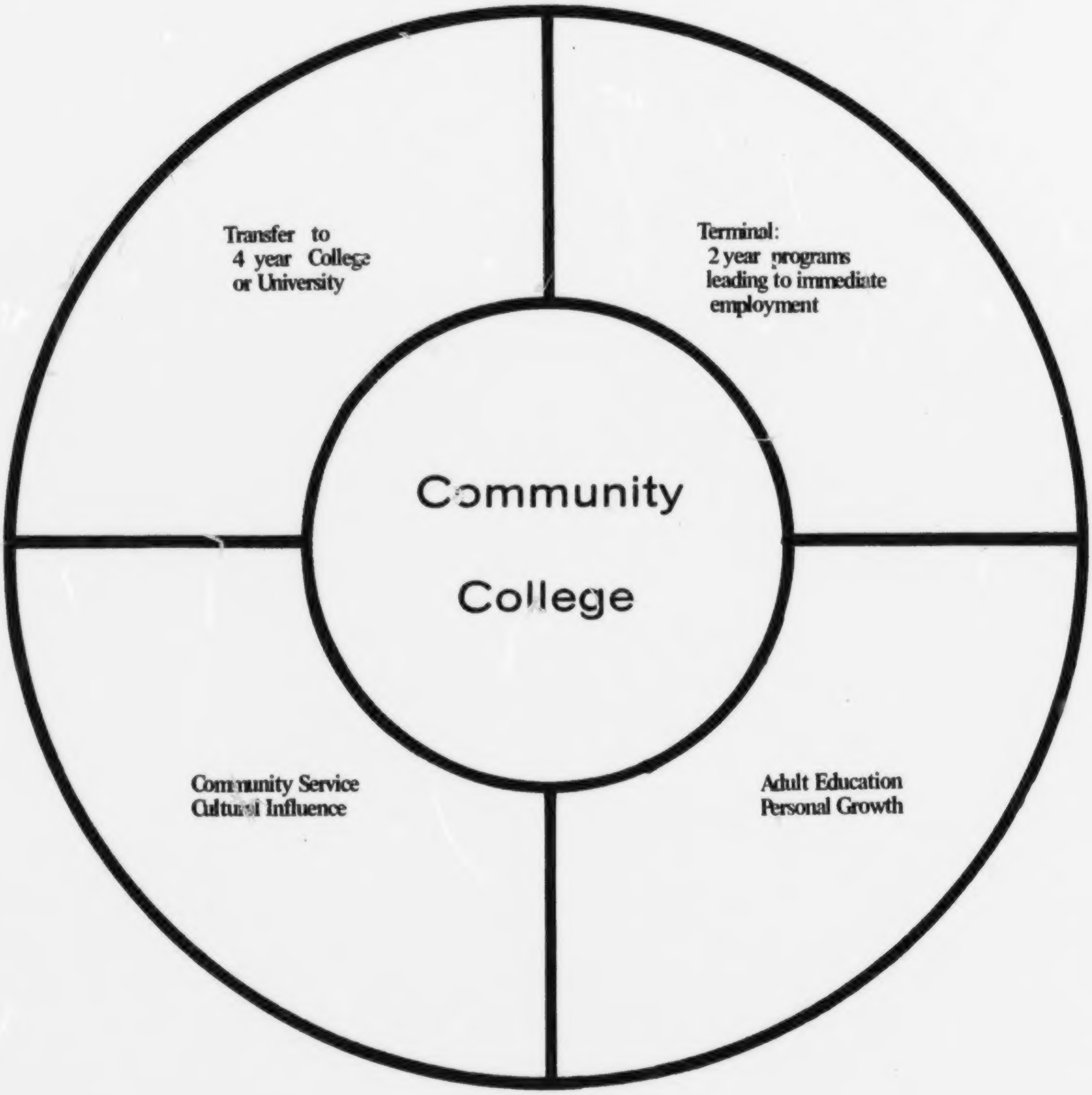
[1] _Teaching in a Junior College: A Brief Professional Orientation_, Roger H. Garrison, Amer. Educ. Publish. Institute, 1968

Furthermore, the philosophy of the community colleges advocates a belief in the dignity and worth of the individual. In addition to offering training in employable skills, the colleges are dedicated to helping the student understand himself, his environment, his culture, and the democratic way of life.

See diagram on following page.

AREAS SERVED BY THE COMMUNITY COLLEGES


Transfer to
4 year College
or University
Terminal:
2 year programs
leading to immediate
employment
Community
College
Community Service
Cultural Influence
Adult Education
Personal Growth

Increasing appreciation of the value of higher education is producing a massive influx in the student population. Adult education, extended day programs, special programs for minority groups, programs for disadvantaged students and financial assistance programs have served to stimulate growth even further. In an effort to meet the growing demands of a larger and more diverse student population, there is an inherent need to recognize and plan for individuals and groups with unique backgrounds and needs. This is evidenced by the growth of computer assisted instruction, programmed instruction, remedial courses, team teaching and implementation of extensive work experience programs.

One such group requiring special consideration is the handicapped population. By all rights, the handicapped individual is a member of the greater community in which he resides. As such a member, he should be eligible for all the benefits the community college offers. This includes social interaction and extra-curricular activities as well as vocational training and academic studies.

The community colleges in California are becoming increasingly concerned with the handicapped population. There have been several attempts throughout the state to develop comprehensive programs of services and courses specifically to aid the handicapped in obtaining the maximum benefit of a community college education.

B. Greater Opportunities

According to Julietta K. Arthur (Employment for the Handicapped, Abingdon Press, New York, 1967) A handicapped person in this century has more in his favor than ever before. The number and types of organizations serving the needs of the handicapped are steadily on the rise. The federal government is taking greater responsibility for efforts to improve the status of the handicapped. Reports from the U.S. Department of Labor, the National Association of Manufacturers and the President's and Governor's Advisory Committees on Employment of the Physically Handicapped emphasize that, "startling advances in medical science, new prosthetic devices, amazing progress in rehabilitation processes, and the improvement of job placement techniques in industry" have greatly increased the probability that the handicapped person will be able to take his place as a productive citizen. Such reports and obvious optimism behoove the community college to establish programs to prepare the handicapped person for the employment market, whether in vocational and occupational fields or the professions.

C. Growth Potential

For the 1970-1971 academic year, enrollment of handicapped students in California Community College vocational education programs soared to 51,428 as compared to the 1969-1970 enrollment of 10,514. This phenomenal growth is expected to continue.

There are at present some 285,000 handicapped students now enrolled in grades K-12. This is some 6% of the total California elementary and secondary public school enrollment of 4.5 million.

CHAPTER II. ANALYSIS OF COMMUNITY NEED

A. Quick Determination of Need

To fulfill fully the responsibility of serving all the community, the community college must be responsive to educational needs of its district residents. This would include the handicapped population, which could be estimated conservatively as some seven per cent of the population total.

The community need can be estimated quickly through telephone calls or personal visits to the college district's resources. These would include the following: 1) High School Districts within the Community College District 2) Rehabilitation Hospitals 3) Social Welfare Offices and 4) Private institutions.

This information plus a careful count of the number of students with disabilities already enrolled on campus, should provide the college with the scope of the needed special program.

An analysis of the numbers and types of disabilities among potential enrollees will be one of the major factors in determining the establishment of program priorities.

B. Eight Basic Steps

Assuming a motivating desire to meet the college's educational responsibility to the handicapped segment of the community, there are eight basic steps to follow:

1. Analyze community need
2. Assess existing facilities
3. Examine existing staff
4. Explore funding sources
5. Review costs
6. Obtain a District commitment
7. Work out inter-departmental procedures
8. Publicize your program

For example, even if the analysis showed a prevalence of orthopedically handicapped potential enrollees, a college with a hilly campus would not be suited for such a program, especially if a nearby community college already had an established "O.H." program. These considerations will be discussed more fully in the section, "Assessment of Existing Facilities and Services."

CHAPTER III. ASSESSMENT OF EXISTING FACILITIES AND SERVICES

Each community college is an independent unit with its own strengths and weaknesses. In planning the establishment of a special program for handicapped students, the following factors should be weighed: A) Architectural barriers, B) library facilities and services, C) classroom and laboratory facilities, D) parking facilities, E) campus topography, F) special services and G) health services.

Common sense dictates that where facilities and services are available, there is no need to duplicate. Take inventory of existing facilities and services and note areas requiring modification.

A. Architectural Barriers

Architectural barriers which restrict access by physically handicapped persons to community college buildings used by the general student body must be eliminated from new construction. This is not a matter of choice; it is the law.

California Administrative Code, Title 21, Sections 81-86, describe regulations to assure compliance with the Access to Public Buildings by Physically Handicapped Persons Law.

These CAC regulations implement Sections 4450 to 4453 of the California State Government Code regarding minimum standards and specifications. The government code states, in part... that the minimum standards and specifications "...shall apply to all buildings and facilities intended for use by the public, which have any reasonable availability to or usage by, physically handicapped persons... including the various junior college districts, which are constructed in whole or in part by use of state, county or municipal funds, or the funds of any political subdivision of the state."

The Government Code requires adherence to American National Standards Institute (ANSI) publication A117.1-1961 for new construction.

This publication details the necessity for ramps in addition to stairs, the gradients of those ramps, height of water fountains, specifications for toilet rooms, etc. The Foreword to this publication observes that:

"Approximately one out of seven people in our nation has a permanent physical disability. This segment of our population represents human resources of inestimable value and is of great economic significance to the entire nation."

"The most common design and construction of buildings and facilities cause problems for the physically handicapped that lessen the social and economic gains now evident in the rehabilitation of these individuals. Those architectural barriers make it very difficult to project the physically handicapped into normal situations of education, recreation and employment."

In May, 1959, the ANSI (then known as the American Standards Association, Inc.), acting on a request from The President's Committee on Employment of the Physically Handicapped, and in cooperation with other organizations, set in motion a series of meetings which forged these minimum standards and specifications.

"This standard supplements other American Standards relating to various aspects of buildings and facilities", the Foreword continues. "Its specifications, which are the result of extended and careful consideration of available knowledge and experience on this subject, are intended to present minimum requirements. They are recommended for use in the construction of all buildings and facilities and for adoption and enforcement by administrative authorities, so that those individuals with permanent physical disabilities might pursue their interests and aspirations, develop their talents, and exercise their skills."

The minimum standards may be too detailed for most community college vocational education personnel but it is important to know that these standards and specifications are available. It is, of course, basic for architectural and construction firms, to have a thorough knowledge of these specifications.

Copies may be obtained for $2.25 each from:

American National Standards Institute, Inc.
1430 Broadway
New York, New York 10018

Ask for "Specifications for Making Buildings and Facilities Accessible to, and Usable by, the Physically Handicapped, A117.1-1961."

In preliminary assessment of architectural barriers, note the following:

1. Ramps
2. Doorways
3. Elevators
4. Toilet facilities
5. Classroom and laboratory arrangements

When possible, it is advantageous to have the assistance of the college architect and a handicapped student,

B. Library Facilities and Services

A library is an integral part of any student's education, for both its study facilities and for its resource materials. Provisions should be made for:

The visually handicapped - Braille materials, magnifiers, large print publications, audio equipment and retrieval assistance;

The orthopedically handicapped -Publication retrieval assistance and special equipment. Suggested special equipment will be discussed more fully in the orthopedically handicapped section of this notebook, and the appendix.

C. Classroom and Laboratory Facilities

The initial survey of classroom and laboratory facilities should include a consideration of equipment for two disabilities in particular - orthopedically handicapped and blind.

The orthopedically handicapped student confined to a wheelchair may require a table which would provide access to an adequate working surface. Panel-arm chairs or desks used by "normal" students should be arranged to allow easy entrance and exit from class. It should be noted that often the wheelchair student has his own portable desk top (lap board) which means that he may not require a special table. Therefore, it is necessary only to arrange desks and equipment to allow adequate mobility.

In a laboratory, some handicapped students require additional consideration.

These extra considerations may require special arrangements and might place an additional demand on the instructor. Instructors have been known to argue against admitting a handicapped student to a course which requires lab work. The empathic instructor, however, who looks to the students' abilities rather than his disabilities will welcome the opportunity to assist.

A "buddy" system, involving a knowledgeable and articulate student, is used at some colleges. Under this system, the "normal" student assists the handicapped student, as required, by manipulating complex or fragile equipment, describing experiments for the visually handicapped and generally assisting the disabled student.

Incidentally, having such special arrangements in the classroom or laboratory often builds class cohesiveness and serves as a motivating factor for all the students.

D. Parking Facilities

Most colleges have provided the handicapped student with reserved parking facilities. Parking stalls especially marked "paraplegic" or "handicapped" provide a necessary convenience. Automobiles equipped with special hand controls are seen more frequently today than ever before. Individuals who were formerly restricted because of transportation difficulties are now finding it easier to commute with the aid of special automobile equipment.

A very practical problem arises when an individual confined to a wheelchair, but qualified to drive, comes on campus. Parking stalls for handicapped students must be wide enough to allow room to manipulate wheelchairs. Embarking and disembarking from motor vehicles reouire enough space for the individual to transfer from the vehicle to the wheelchair, and vice versa. Another consideration is the provision of ramps leading from the parking lot onto the campus.

E. Campus Topography

Mobility is obviously easier on flat terrain. The hilly campuses, while often esthetically desirable, give rise to problems for handicapped students. Sometimes problems caused by hills lend themselves to relatively simple architectural solutions. Ramps can be built or the gradient of existing ramps can be reduced.

In designing new construction the law requires (see subsection on Architectural Barriers) that consideration be given to access and egress by physically handicapped individuals to college structures.

For existing structures, simple modifications may frequently alleviate many problems. In these situations a partial interim solution might be found in portable ramps (see Vendor Section) or in providing a map of best inter-building routes. It is suggested that handicapped students be consulted in making such a map.

F. Special Services

Special services vary from school to school. For the most part, however, this area deals primarily with disadvantaged students. Federal funds have been made available through E.O.P. and other programs. It is quite possible that the handicapped student may qualify for services offered in this area. Remedial instruction, coordination of programs and financial assistance may be explored in the area of Special Services.

G. Health Services

Health Services at the Community College level are confined to health records, first aid, emergency procedures and referral services. Although other agencies exist for the provision of medical care, counselors and instructors should have a basic knowledge of how to handle special situations arising from dealing with the student with a disability. For example, college personnel and, where possible the students also, should know what to do - and what not to do - should an epileptic have a seizure in their presence. The college medical officer, or nurse, will be able to provide guidance.

It is essential that the health services office be centrally located and easily accessible to all students. For the physically handicapped student, particular consideration should be given to medical records, emergency care, lavatory facilities and rest facilities.

CHAPTER IV. GENERAL SOURCES OF FUNDING

There are two major sources of funding for special programs and/or services for physically handicapped students; A) Vocational Education Funds; B) State Apportionment Funds.

A. Vocational Education Act Funds

The Vocational Education Act of 1968 (P. L. 90-576) mandates that 10% of all Vocational Education, Part B funds be earmakred specifically for the physically handicapped. This allotment may be used for physically handicapped adults and minors to:

...Pay the salary and support services of a full time or part time vocational education instructor or counselor;

...Purchase, lease or rent special equipment;

...Make minor building modifications.

It is advisable for the college business office to obtain prior approval and guidance from the community college consultant before undertaking building modifications.

B. State Apportionment Funds

In investigating state apportionment funds, the California Education Code, Section 18102, provides $17,260 per class, minus the district contribution, for physically handicapped minors.

State funding is based on prescribed conditions such as teacher credentials, class size and the establishment of a "special day class".

As set forth in Education Code Section 18102.4, "'special day classes' includes integrated programs of instruction for physically handicapped children including those handicapped in vision or hearing where the services of a qualified special teacher are provided.

"An integrated program of instruction for physically handicapped children including those handicapped in vision or hearing shall be defined as any program in which such physically handicapped children receive their education in regular classrooms from regular classroom teachers, but receive, in addition, supplementary teaching services of a full-time special teacher, possessing a valid credential to teach exceptional children of the type enrolled in the program. Such supplementary teaching services may include instruction in the appropriate tool skills, the provision of special materials and use of appropriate special equipment, and counseling and guidance necessary to enable physically handicapped children and those handicapped in vision and hearing to benefit fully from their instruction. As used in this section, physically handicapped children means those physically handicapped children who are deemed eligible for special class placement as defined by the State Board of Education.

For additional information refer to California Education Code sections, 6801, 6802, 6803, 6806, 6808 and 18102. Also refer to California Administrative Code Title 5, Education sections 191.4, and 191.5.

It should be emphasized that authorized expenditures of these two basic funds differ in two important aspects:

1. VEA funds may be spent for minors or adults; state apportionment funds may be spent only for minors.
2. VEA funds may be spent to purchase, lease or rent special equipment; state funds may be used to rent or lease (but not purchase) special equipment for handicapped students.

Each funding source has its own uniform accounting forms and procedures.

Another possible source of funds that should not be overlooked is contributions from civic organizations. Many service organizations such as Lions Club, Rotary Club and Kiwanis Club may prove excellent resources for financial support of special projects.

CHAPTER V. DESIGNING THE PROGRAM - CONSIDERATION OF OBJECTIVES

Once the preliminary evaluation has been made and the commitment to "go ahead" has been established, several questions arise. Does the college want to establish a service oriented or curriculum oriented program? Can there be a distinction between the two in dealing with the handicapped? Is there a middle ground?

For the sake of illustration, examples of both a purely service oriented and curriculum oriented program are presented.

A. Service Oriented Program

The purpose of establishing special services for the handicapped is not to provide a favored status, but to provide a more equitable opportunity for the individual to gain maximum benefit from his educational experience in light of his physical disability. Therefore, the handicapped student should be encouraged to participate in the same activities courses and convocations as any other student, within the limits of his abilities. Special services are offered to meet the unique needs of the handicapped student in order to help him successfully integrate into the college community.

Registration

Pre-registration or priority registration can solve three basic problems relating to the physically handicapped student. The first problem; methods of registration which make no exceptions for the handicapped student. Students confined to wheelchairs or orthotic devices must wait in lines during the registration process. This may create an excessive physical strain on the individual, and impede the general flow of registering students. Second, because of the physical limitations of these students, it is possible that they require assistance in writing or in negotiating some of the stations to which they must report. Third, unless the physically handicapped students can be identified quickly and accurately, they may inadvertently be scheduled into classes located in areas inaccessible to wheelchairs.

Thus, the advantages of pre-registration are as follows:

1. Alleviate unnecessary physical strain on the individual student.
2. Conserve time for the registration personnel.
3. Expedite registration of regular students.
4. Facilitate identification of handicapped students.
5. Facilitate the rescheduling of classes which are inaccessible to wheelchairs.
6. Provide handicapped students with an additional incentive to attend college.

Counseling

Ideally, a special counselor should be involved in the handicapped program for the purposes of helping the student establish realistic employment goals, and channeling him into the appropriate educational courses. The counselor would be instrumental in vocational testing, guidance and evaluation of the individual.

Additional Services

Many additional services should be coordinated to ascist the handicapped student such as:

1. Housing - College approved housing facilities should be made available for the handicapped student with particular needs. For example: the orthopedically handicapped individual may require a single level apartment in order to live close to the campus.
2. Transportation - May pose a great obstacle to attending college, when public transportation is unavailable or infeasible for particular disabilities. If the handicapped student has no means of reliable transportation, coordination of volunteer drivers, service clubs offering assistance or car pools would be advisable.
3. Readers and notetakers - Readers services may be an absolute necessity for the blind student. Coordination of reader services should include a list of students who would be available in an emergency. Notetaking may be necessary for the orthopedically handicapped and the deaf.

4. Attendant care - Many orthopedically handicapped and blind students need someone with them at all times. Collecting volunteers or recruiting attendants could be effectively coordinated by the college in this area of special services. Attendants would be paid by the student.
5. Job Placement - The whole process of vocational education leads toward financial self-sufficiency through employment. A special consideration may be necessary for placement of handicapped students. The job placement officer should be acquainted with the community social services and special placement offices as well as the employers in the community.

B. Curriculum Oriented Program

A curriculum oriented program would include courses specifically designed to meet the needs of the particular handicap being considered. Such courses could be given for college credit as electives and apply toward completion of the A.A. Degree. Or, may be offered as 6 to 9 week guidance course. Possible course titles may include the following: 1) Psychological Aspects of Disability 2) Homemaking for the Handicapped 3) Job and Employment Opportunities for the Handicapped 4) Marriage and Family Relations for the Handicapped 5) Personal Assessment for the Handicapped 6) Speech Therapy for the Handicapped

7) Oral and Manual Communication for the Deaf 8) The use of Special Audio and Visual Equipment for the Blind.

The special curriculum oriented program requires the teaching skills of qualified, credentialed instructors. For additional information refer to the section on personnel.

In some instances, it may be desirable to admit regular students into the special course. This would permit a great opportunity for interaction across the artificial social berriers between the "handicapped" and "non-handicapped" populations. It may further serve to alleviate any fears or stereotype conceptions of the handicapped population.

C. Combination Programs

The most effective way to meet the challenge of the Handicapped College Student is to develop a combination program, offering both services and curriculum. Each college must evaluate its own facilities and needs in order to select the best possible program. Numerous considerations have been presented, and they are by no means exhaustive. Clearly, the collective efforts of the college personnel are required to make any program succeed. The material presented suggests possible considerations and alternatives.

CHAPTER VI. BASIC DEFINITIONS

Thus far, the concept of special programs for physically handicapped students has been general. There are varying views and definitions related to the handicapped populations. Legal definitions may be found in the relevant handicap sections. At this point, the following rudimentary definitions are offered:

Disability - An objectively defined impairment of structure or function - it may not result in a handicap.

Handicap - A handicap is the result of disability and the personal and social repercussion which may have a harmful effect on the individual's functional level, or self-concept.

Physically Handicapped - An all-inclusive term designating any structural or functional impairment of the individual.

Orthopedically Handicapped - Any structural or functional impairment of the bones and/or muscles.

Blindness - The lack or loss of sight - the inability to see as determined by a standard test.

Partially signted - The ability to see less than a "normal" person, after correction, as determined by standard tests.

Deaf - Those in whom the sense of hearing is non-functional for the ordinary purposes of life.

Hard of Hearing - Those in whom the sense of hearing, although defective, is functional with or without a hearing aid.

Speech Impairment - Verbal communication defect stemming from the structural or functional inadequacy.

VII. EDUCATIONAL IMPLICATIONS

A. Mere Attendance is Not Enough

If it can be agreed that the community college is vitally interested in serving the educational needs of every individual in the community, it must follow that the general curriculum, guidance and services also must be available to handicapped students.

Merely allowing the handicapped student to attend the college conforms to neither the concept of "vital interest" nor the objective of the student securing "maximum benefits from the college experience." In a sincere effort to meet the needs of the handicapped student, the college must take the initiative to provide a sensitive and dynamic program.

B. Prerequisites of a Strong Program

Provisions would include special personnel, special equipment, coordination of programs, remedial and supplemental instruction, guidance and counseling and necessary architectural modifications. To these must be added encouragement for the handicapped student to strive for academic excellence. These are the ingredients of a successful program.

Numerous questions arise in dealing with any physical disability and its educational implications. To attempt to anticipate all possible questions for each disability would be unrealistic.

There are, nevertheless, some mutually shared general implications which should be discussed: 1) registration; 2) instruction; 3) mobility and orientation; 4) expectations.

C. Registration

Registration involves febrile activity on every campus. Preregistration of handicapped students is of benefit both to the students and to the college. Special days or hours can be arranged for new handicapped students. Registration of continuing handicapped students has been handled effectively, with registrar approval, on some campuses by the handicap specialist.

D. Instruction

Each disability presents its own instructional challenges both to the student and the college. A major characteristic of a motivated handicapped student is his desire to adapt. Adaptation is necessary for both the student and the college. By the time the student has reached college, he has of necessity developed sensory compensation. For example, a blind student will be able to assimilate information and knowledge through his hearing and tactile senses.

The college should adapt, through special provisions, to assist the handicapped student. College adaptation is greatly facilitated through employment of a handicap specialist who can function as a liaison among students, the college administrators and instructors. Special equipment often can be used to solve instructional problems.

E. Mobility and Orientation

In order to facilitate acclimation to the campus, a special orientation program is desirable for both blind and orthopedically handicapped individuals. In 1968 the California Legislature amended the Education Code to allow individual instruction in mobility for blind minors. Refer to California Administrative Code, Title 5, Education, Section 3610(b)(3), regarding requirements relative to mobility instruction as provided for in Education Code Section 18102.9(l)(e).

The considerations of mobility and orientation have been discussed previously in assessment of existing facilities.

F. Expectations

Each student is expected to meet a minimum level of achievement in order to satisfactorily complete course requirements. The handicapped student should not be an exception to this standard. Misguided sympathy and pity should not be criteria for awarding course credit. If the student is expected to maintain a certain level of competence in typing for example, the handicapped student should not be an exception.

College is often cited as a training ground for living. Competition is part of the educational experience as it is part of the world of employment. An employer has the right to demand a certain level of competence from his employees and the college has a responsibility to prepare its students to meet those demands.

CHAPTER VIII. PERSONNEL

A. General Considerations

The size and qualifications of a personnel staff in a program for handicapped students will be determined by the community need. It is possible to establish a program with just one carefully selected individual. This individual preferably, but not necessarily, would have a special credential to teach handicapped students.

Vocational Education funding does not require that the instructor be specially credentialed; a special credential is necessary, however, to conduct a "special day class" to qualify for State apportionment funds.

At minimum, the non-credentialed individual should have had some special education and/or training in working with physically exceptional children. This handicap specialist can perform most or all of the services involved in a program for students with physical disabilities except teach a "special day class".

The instructor with a special credential can establish a "special day class" for students whose disability is the same as that for which the instructor is credentialed. For example, an instructor who has a special credential to teach the blind would not be authorized to teach the deaf. This is not to say that this instructor would be confined only to teaching; the credentialed instructor could be a general on-campus consultant as well as a resource person for the students. Through state apportionment funds, these "special day classes" usually are self-supporting.

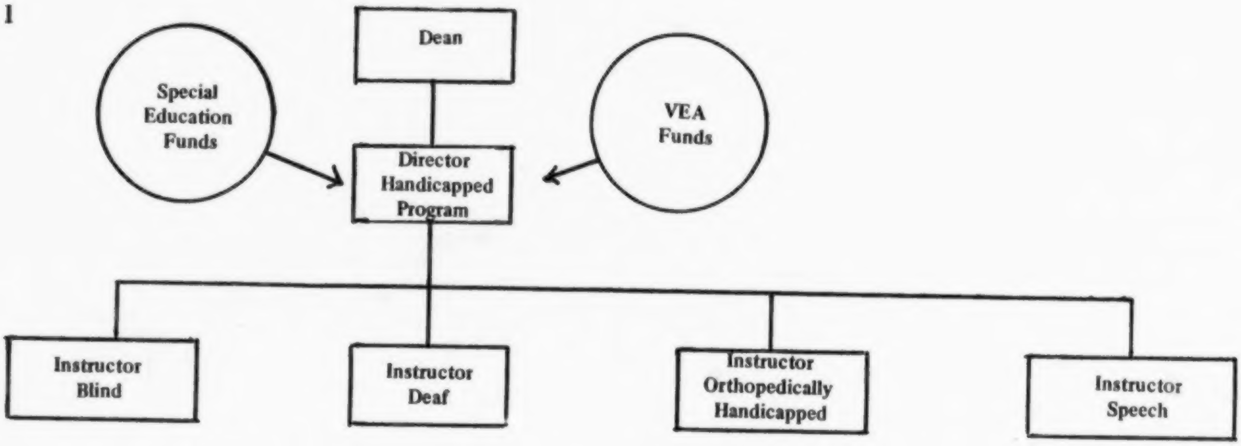
If the community need were extensive enough, a special program would justify a staff of one coordinator or director, a secretary, and as many specially credentialed teachers as are necessary to serve the particular handicapped enrollments.

B. Organizational Structure

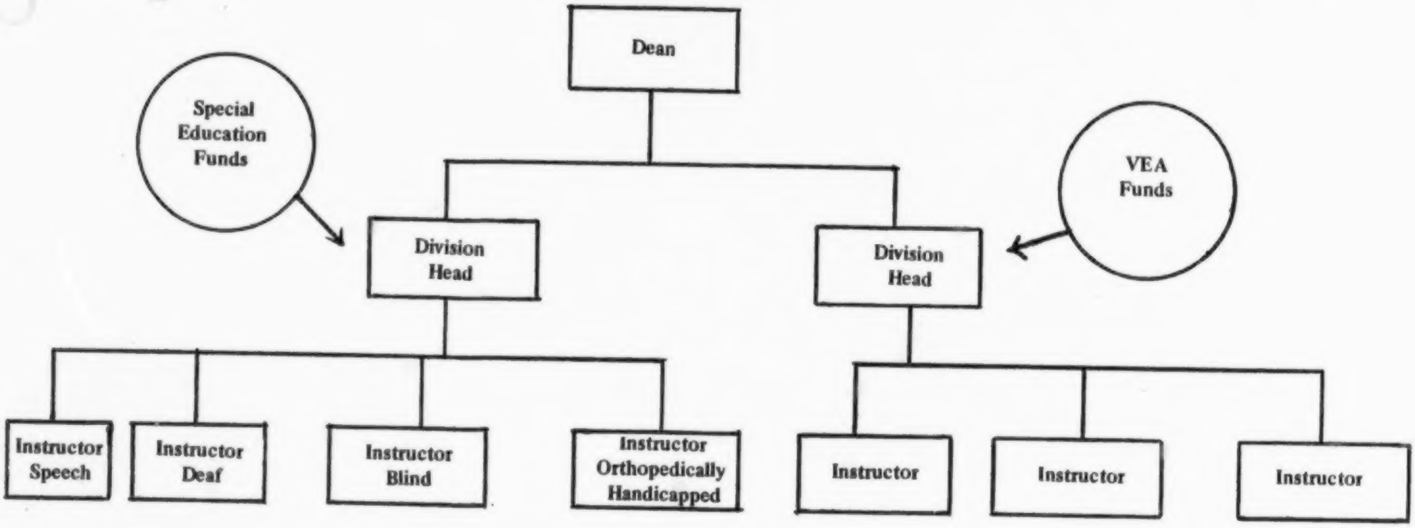
Recognizing that administrative structure and responsibility varies among colleges should not effect the basic consideration for new personnel. Shown below are two examples of organizational structures for integrating a "handicapped" program.

See diagram on following page.

I


Dean
Special Education Funds
VEA Funds
Director Handicapped Program
Instructor Blind
Instructor Deaf
Instructor Orthopedically Handicapped
Instructor Speech

II


Dean
Special Education Funds
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Division Head
Division Head
Instructor Speech
Instructor Deaf
Instructor Blind
Instructor Orthopedically Handicapped
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Instructor

It can be seen in the first example that there is a need to create a new department that would combine both services and instruction for the handicapped students. The second example makes use of existing organizational structure, but places added responsibility on the Dean of Instruction and the division chairmen.

The determining factors in deciding which structure is best suited for any particular college are 1) the size of the program, 2) number of students involved, 3) types of disabilities being considered and 4) the existing organizational structure.

C. Personnel - Duties and Responsibilities

Program Director/Coordinator/Specialist

Reporting directly to the Dean of Instruction, Vice-President of the college or the Dean of Vocational Education (titles vary in each college) includes the following responsibilities:

1. Administering the affairs of the program.
2. Assisting in the selection of instructional staff.
3. Coordinating the curriculum development of the program.
4. Recommending acquisition of supplies and equipment for this program.
5. Assisting in the preparation of the annual budget for the program.

6. Responsibility for the improvement of instruction in the program.
7. Providing leadership in the professional growth of instructors within the program.
8. Assisting in the preparation of schedules of classes and instructor assignments for the program.
9. Responsibility for recommendations of special films, library book purchases and other instructional equipment.
10. Facilitating inter-departmental communication in matters relating to handicapped students.
11. Working in cooperation with admissions and counseling in recruitment and testing of handicapped students.
12. Performing other duties as may be assigned.

Special Instructor: (Defined as a person holding a valid special education credential.)

Reporting directly to the Handicapped Program Director has the following responsibilities and duties:

1. Providing special orientation for new students.
2. Advising and organizing students' programs in cooperation with the counselor.
3. Assisting in the registration and enrollment of handicapped students.

4. Acting as a liaison with college faculty as needed.
5. Directing study hall and use of special equipment.
6. Recommending to the program director what special equipment should be purchased, rented, or leased.
7. Coordinating remedial and/or supplemental instruction.
8. Coordinating transportation arrangements.
9. Developing and maintaining communications with the secondary school Special Education Personnel in the "feeder" districts.
10. Aiding students, where possible, in alleviating personal problems which may arise.
11. Making appropriate referrals to meet the special medical psychological or social problems of the handicapped individual.
12. Aiding students to maintain academic studies in the event of prolonged absence.
13. Teaching class in accordance with the adopted course outline.
14. Maintaining regular office hours.
15. Performing all regular duties of any faculty member.

Vocational Instructor:

Reporting directly to his Division or Department Chairman has the following duties and responsibilities:

1. Maintaining at least three posted office hours per week scheduled on at least three different days.
2. Attending department, division, faculty and assigned committee meetings.
3. Participating in In-Service Education Programs.
4. Teaching classes in accordance with the adopted course outline.
5. Maintaining a course outline for each assigned course and make recommendations for approved textbook selection.
6. Keeping accurate records of student enrollment, attendance and scholastic progress.
7. Notifying either the handicapped program director or the special instructor of enrollment of a handicapped student in their class.
8. Evaluating the feasibility of handicapped students in their particular field of vocational education.
9. Confering with special instructor or Program Director about any instructional problem directly related to handicapped students.
10. Making recommendation for acquisition or adaptation of special equipment in cooperation with the special instructor.

An example of a job description for a specially credentialed instructor is attached.

XYZ COLLEGE

NOTICE OF VACANCY - INSTRUCTOR

To assist orthopedically handicapped students to successfully integrate into a College program by providing specialized equipment and remedial or supplemental instruction.

SALARY: Commensurate with degrees and experience.

EDUCATION: A master's degree in Special Education or Counseling

CREDENTIAL: Special credential to teach orthopedically and physically handicapped minors

RESPONSIBILITIES:

A. Advisement and organization of students' programs
B. Coordinate registration and enrollment.
C. Act as liaison with college staff (faculty).
D. Direct study period.
E. Provide remedial or supplemental instruction.
F. Procure special equipment.
G. Coordinate transportation arrangements.
H. Aid in solving any special problems which may develop.
I. Aid student to maintain academic studies in the event of prolonged absence from classes.
J. Contact orthopedically handicapped senior high students in high school within district for orientation purposes.

SPECIAL QUALIFICATIONS:

A. Knowledge of the special equipment needed by the orthopedically handicapped.
B. Be able to care for the physical needs of the student.
C. The ability to communicate clearly and effectively.

EDUCATIONAL EXPERIENCE:

A minimum of two (2) years experience working with orthopedic and physically handicapped individuals.

APPLICATION FILING DATE:

Letters of application, resume, and confidential file must reach the college office no later than July 1, 1972.

CHAPTER IX. PUBLIC RELATIONS

An organized, active public relations program is a basic necessity.

While this aspect of a college's handicap program is a low-budget item, it is one of the most important. It is not enough to have a good program; the college handicap specialist also must inform the pertinent publics of what is being done.

A. Target Audiences

An initial step is to define the various publics, which would include:

1. College administrators
2. College instructors
3. College students
4. College board of trustees
5. The general public
6. Local high school counselors
7. Local civic organizations
8. Local public agencies
9. Local medical organizations
10. Parents of handicapped students

How does a handicap specialist best reach these publics? The tools exist within the specialist and on campus. An information or public relations program is maintly a typewriter, shoeleather and public speaking effort.

Principal tools for reaching these publics are the printed and broadcast media, public speaking and campus tours.

B. Multimedia Approach

Printed Media

Faculty bulletins, the school newspaper, local general circulation newspapers and letter-writing are principal printed media aids. For reaching both the school newspaper and local newspapers, a written press release simply stating facts is not absolutely necessary but it is desirable. Whoever handles the college press relations can be an important ally; always keep the information relations officer clued-in.

Broadcast Media

Radio and video publicity just before registration would attract more handicapped enrollees. This publicity would be especially useful for the college and more newsworthy for the station if the event to be reported were a pre-registration for handicapped students.

Throughout the academic year, other situations will justify an approach to the station assignment editors.

Public Speaking

As valuable as mass media publicity can be, nothing is more effective than face-to-face communication such as is attainable through a public speaking program.

Chart or slide presentations should be made to administrator meetings, faculty meetings, the board of trustees, student assemblies, local high school counselors, public agency administrators, local business and professional groups and parent-teachers associations. Other target audiences would include executives of any local business or industrial firm who would be encouraged to hire the handicapped.

Tours

Special campus tours should be arranged for handicapped seniors from local high schools, and any interested local civic organizations. Tours are a personalized way to spread the word. Frequently, college student involvement in these tours is useful and, at times, necessary. It is obvious that a deaf college student would be effective in accompanying a campus tour for deaf seniors from the college's "feeder" high schools.

The handicapped specialist should establish a high priority for the public relations effort. In doing so, the specialist will bolster on-campus support and will keep the district's taxpayers and voters informed.

CHAPTER X. EXEMPLARY PROGRAMS AND SUPPORTIVE INFORMATION

A. Programs for the Orthopedically Handicapped

1. Possible Objectives:

. Provide a specially qualified coordinator/instructor for advisement, instruction and coordination of orthopedically handicapped students' programs.

. Provide special equipment.

. Successfully integrate orthopedically handicapped students into the college program.

. Develop an adaptive, remedial and/or supplemental curriculum for the orthopedically handicapped students.

. Provide counseling services geared to the special needs of orthopedically handicapped students.

. Provide supportive services geared to the special needs of orthopedically handicapped students.

. Develop and maintain effective communications with all segments of the community in order to:

1. Determine and keep current data relating to needed programs and services for handicapped students.
2. Develop community awareness of the colleges efforts.

. Provide necessary architectural modifications.

. Develop effective job placement techniques and evaluation procedures.

2. Sources of Funding

. VEA, Part B Funds

. State Apportionment Funds

. Federal Grants

. Private contributions

3. Legal Authorization - State

A. Definition

The California Education Code defines a physically handicapped child as any minor "who, by reason of physical impairment, cannot receive the full benefit of ordinary educational facilities . . ." (Education Code Section 6802). Children who are orthopedic or other health impaired are included in this definition of physically handicapped minors. The State Board of Education has defined a minor orthopedic or other health impaired if a licensed physician and surgeon finds in his diagnosis that the minor has a serious impairment of his locomotion or motor function, and that the impairment was caused by crippling due to one of the following:

1. Cerebral palsy
2. Poliomyelitis
3. Infection, such as bone and joint tuberculosis and osteomyelitis

4. Birth injury, such as Erb's Palsy, or fractures.
5. Congenital anomalies, such as congenital amputation, clubfoot, congenital dislocations, or spina bifida
6. Trauma, such as amputations, burns or fractures
7. Tumors, such as bone tumors, or bone cysts
8. Developmental diseases, such as coxaplana or spinal osteochondritis
9. Other conditions, such as fragile bones, muscular atrophy, muscular dystrophy, Perthes' Disease, hemophilia, uncontrolled epilepsy, or severe cardiac impairment
10. Drug dependency
11. Some other cause described in the physician's written diagnosis (California Administrative Code, Title 5, Section 3600(f)).

B. State Funding

The cost of educating exceptional children like the orthopedic or other health impaired is considerably greater than the cost of educating physically normal children because of the need for certain specialized equipment, specially trained personnel, and small class sizes. The Legislature has authorized the Superintendent of Public Instruction to allow to each school district or county superintendent of schools for the education of orthopedic or other health impaired minors an amount computed as follows:

a. Dividing the average daily attendance of orthopedic or other health impaired minors by the maximum class size established by law for special day classes for orthopedic or other health impaired minors, and increasing the quotient to the next highest integer where a fractional amount is produced.

b. Multiplying the amount computed under subdivision (a) by a total support guarantee of $17,260, and

c. Subtracting from the amount computed under subdivision (b) the following amount:

   $662 per unit of average daily attendance for orthopedic and other health impaired in grades 13 and 14.

(Education Code, Section 18102).

In addition to all other amounts, the Superintendent of Public Instruction is authorized to allow up to $462 for each unit of average daily attendance of orthopedic or other health impaired for transportation to and from special day classes. (Education Code Section 18060).

The Superintendent of Public Instruction is authorized to allow to school districts and county superintendents of schools for each unit of average daily attendance for "other individual instruction" (in homes or in hospitals) or orthopedic or other health impaired minors, $1,300. (Education Code Section 18102.9(f)).

The Superintendent of Public Instruction is authorized to allow $1,018 per unit of average daily attendance for the instruction of orthopedic or other health impaired minors in regular day classes. (Education Code Section 18102.9(g)).

C. Class Size

The maximum class size for any special day class for orthopedic or other health impaired minors is 16 students for ages through 20 years. (Education Code Section 6802.2)

D. Transportation

Transportation of orthopedic or other health impaired minors is recognized as a function of the public schools. Transportation is authorized for pupils assigned to special day schools and classes and must be provided for all pupils whose physical handicap prevents walking to school. (Education Code Sections 6807 and 6808).

In lieu of providing in whole or in part for the transportation of pupils attending the special day school or class, the governing board of a school district may pay to the parents or guardians a sum not to exceed the cost incurred in the schools transporting such a pupil. (Education Code Section 16804).

E. Programs Authorized

Programs for orthopedic or other health impaired minors are:

(a) Special day classes (elementary and secondary). A class established for a group of pupils with a similar handicapping condition defined in Section 6802. The special day class shall be maintained for at least the minimum schoolday. The class shall be taught by a full-time teacher whose responsibility is to teach pupils enrolled in the class for the schoolday established by the governing board for regular classes at the grade level of the pupils in the special day class who are at the highest grade level in the class.

(b) Regular day class program. A program of assistance to physically handicapped minors enrolled in regular day classes who require special services and equipment beyond the services provided to pupils not determined to be physically handicapped to benefit fully from the regular classroom instruction. Such services may include, but are not limited to, supplemental teaching, transportation, teaching aides and specialized equipment.

(c) Integrated instructional programs. A program in which physically handicapped minors who receive their education in regular classrooms from regular teachers, but receive, in addition, supplementary teaching services of a full-time special teacher credentialed to teach physically handicapped minors of the type enrolled in the program. Such special teachers shall serve such physically handicapped minors for the full school-day established by the governing board for regular pupils in the school or schools enrolling such physically handicapped pupils.

(d) Remedial instruction. A remedial class providing physically handicapped minors who are excused in small numbers, for not to exceed one class period or one hour from their regular or special program, remedial instruction or remedial physical education.

(e) Individual instruction. A program of individual instruction to physically handicapped minors in hospitals, sanitariums, preventoriums, in the home, or under other circumstances as defined by the State Board of Education.

(Education Code Section 6802.1).

In addition to the above mentioned types of programs authorized, a school district or county superintendent of schools may establish a teleclass program for orthopedic or other health impaired minors. This class is considered to be a special day class. In order to be eligible for a teleclass, the pupil must be diagnosed by a licensed physician and surgeon that he is orthopedic or other health impaired to the extent that he is physically unable to attend regular school or a special day class outside of the home, and that he is physically able to participate in a teleclass program. (California Administrative Code, Title 5, Section 3650).

Many complex problems are involved in providing educational programs for orthopedic or other health impaired minors. To assist with these problems, the State Department of Education, through its Division of Special Education, Bureau for Physically Exceptional Children, provides professional consultative service to local school districts and county schools offices. The Bureau of School Planning Division of Public School Administration, State Department of Education, assists local school districts and county schools offices in developing adequate physical plants under the State School Building Aid Program.

F. State School Building Aid

School districts which qualify for state school building aid may receive loans from funds made available under Education Code Sections 19681-19689 for assistance in providing necessary facilities and equipment for handicapped pupils, with the provision that but 50 percent of such loans need be repaid. School districts and county superintendents must have the approval of the Bureau for Physically Exceptional Children and the Bureau of School Planning in planning and building facilities for physically handicapped minors with State School Building Aid funds.

G. Code References

Authority to Make Special Provisions; "Physically Handicapped Minor" Defined

6801. Subject to the provisions of this article (commencing at Section 6801) and Section 8901 the governing

board of any school district may make such special provisions as in its judgment may be necessary for the education of physically handicapped minors. "Physically handicapped minor," as used in this article (commencing at Section 6801) means a physically defective or handicapped person under the age of 21 years who is need of education.
(Amended by Stats. 1965. Ch. 1914.)

Minors Considered Physically Handicapped

6802. Any minor who, by reason of a physical impairment, cannot receive the full benefit of ordinary education facilities, shall be considered a physically handicapped individual for the purposes of this chapter (commencing at Section 6801). Minors with speech disorders or defects shall be considered as being physically handicapped. Minors with physical illnesses or physical conditions which make attendance in regular day classes impossible or inadvisable shall be considered as being physically handicapped.
(Amended by Stats. 1967. Ch. 1580.)

6802.5 (Added by Stats. 1963, Ch. 2007. Effective until 91st day after final adjournment of 1965 Regular Session. Repealed by Stats. 1968, Ch. 217.)

Special Instruction in Public Schools and Employment of Personnel

6803. The Superintendent of Public Instruction shall promote and direct special instruction in the public schools for physically handicapped minors. He may employ such professional and other personnel as are necessary for this purpose, and may perform such other duties as are necessary to give full effect to this article (commencing at Section 6801).

Cross Reference: For duty of Director of Education to provide consultant services for hard of hearing children, see Sec. 264

Prescription of Minimum Standards for Special Education; Effect of Failure to Comply

6804. The State Department of Education may prescribe minimum standards for the special education of physically handicapped minors. No apportionment of state funds shall be made by the Superintendent of Public Instruction to any school district on account of the instruction of physically handicapped minors unless the standards prescribed for the instruction are complied with.

Cross Reference: For size of classes allowed, see 5 California Administrative Code Secs. 191.5.

Residency for Furnishing of Education

6805. Any school district furnishing education to physically handicapped minors pursuant to this article (commencing with Section 6801) shall furnish such education to all such handicapped minors actually living within the district five or more days a week, although their legal residence may be outside the district.

Contracts with Other Districts or County Superintendent of Schools for Education

6806. Subject to the provisions of Section 8901 any school district which does not maintain facilities for the education of physically handicapped minors shall enter into a contract with a school district in the same county, or a county superintendent of schools maintaining such facilities. If there is no district in the same county or county superintendent of schools maintaining such facilities, the governing board of the school district shall enter into a contract with a school district maintaining such facilities in any other county. If the governing board of the district should determine the same to be more economical and practical, it may enter into a contract with a school district situated in another county, in lieu of entering into a contract with the county superintendent of schools or a school district in the county in which such district is situated.

If any question arises concerning the adequacy of the facilities provided for the education of physically handicapped minors by the school district in which the child is actually living, the parent or guardian of such child may appeal to the county superintendent of schools, and if the county superintendent of schools determines that the facilities offered are inadequate, he shall order the school district in which the child is actually living either to provide the facilities or enter into a contract with a school district maintaining adequate facilities.

Such contract shall provide for the payment of the cost of tuition by the district in which the physically handicapped minor actually lives and may provide for payment of the cost of the use of the buildings and equipment. The cost of tuition shall not be greater than the difference between current expenditures per unit of average daily attendance, including transportation, for the education of a pupil in the particular category of physically handicapped minors to which the pupil belongs and the apportionment of state funds for the education of physically handicapped minors in that category.

The amount shall be determined not later than the last Monday in December and the last Monday in May of each year by the county superintendent of schools of the county in which the child attends schools and certified to the superintendent of schools having jurisdiction over the schools of the school district in which the child actually lives. The amount shall be forthwith paid from any funds of the school district available for that purpose.
(Amended by Stats. 1959, Ch. 320, by Stats. 1965, Ch. 1914, and by Stats. 1968, Ch. 1335. Effective August 14, 1968.)

Cross Reference: For provisions relating to education of physically handicapped, see Sec. 8901 et seq.

4. Ongoing Programs - Orthopedically Handicapped

There are numerous programs currently in operation throughout the state. Although it is difficult to find a "pure" program for each particular disability, it should be realized that each disability can be considered separately. For example, if there are 30 orthopedically handicapped students who would benefit from a special program at a particular college, this does not mean that the three blind students also identified would be ignored. The minority disability may be included in the overall physically handicapped program and benefit from the services offered.

The following examples illustrate some possibilities the reader may consider in development of his own college's program.

AMERICAN RIVER COLLEGE

Orthopedically Handicapped

We have approximately 150 students who are handicapped in varying degrees and about twelve wheelchair students including several veterans. We are not involved with their transportation to the campus nor do we intend to be. Responsibility for this is left to their families. Several families have taken advantage of a convalescent hospital just across the street from our campus and about five of our wheelchair students live in this facility.

For the second year we have had a special counselor for the orthopedically handicapped. He maintains a combined load of both handicapped and regular students. The first year he operated out of a regular counselor's office in the Administration Building. However, in the fall of 1971 we were able to procure with State funds a double trailer to serve as a counseling office, a study room, a rest area, and a place for special equipment. Our special equipment includes a battery charger station, electric typewriters, and two beds. As yet, we do not have any special instructional program for the orthopedically handicapped. Insofar as possible we believe our program should integrate the handicapped into our regular instructional program.

The trailer headquarters has proved to be successful in many respects. Innovative success is evidenced by the contact of the counselor's regular counselees meeting and socializing with the orthopedically handicapped students. This has provided excellent results for both. Through the years our program will increase but, at this time, we are concerning ourselves with residents of the Los Rios District. It is conceivable that in the future we will be able to address ourselves to special applicants from other districts but, until our program has been proven, we will try to care for our District residents.

There have been instances when we were unable to help a handicapped person, but, if there is any question, we have a special committee to review applications. It is not our philosophy to provide a place for the handicapped to just spend their time. It is our philosophy to do everything possible to make the handicapped student's education meaningful with the end in view of placing him in the job market.

Adaptive Physical Education

Although I indicated we had no special programs for the handicapped, that is not exactly true. We have a program of adaptive P.E. for the handicapped students and we are able to give some physical exercise and some physical therapy to sixty students. The instructor in this area has three classes of twenty students each. Results of this program appear good but we have not yet had an opportunity to evaluate the program. The counselor for the handicapped and the instructor for the adaptive P. E. work together closely.

Special Project for the Handicapped

The Coordinator for Vocational Education and I have written a project requesting personnel to work on job placement for the handicapped. We have recently been informed that the program has been funded. It will work as follows:

A qualified vocational education counselor will be hired. Basically, his job will be to obtain commitments from local businessmen to hire qualified handicapped students. In turn, he will then develop qualified students. He will have the capability of redirecting the academic or vocational pursuits of a student. He may assist the businessman to restructure jobs to fit such students. He will have the capability of suggesting to the curriculum committee restructuring of the curriculum to fit the needs of the student who has a job commitment. This appears to be a little different than the efforts of the State Voc Rehab people in that our specialist will be able to do something about the curriculum. Personnel in this area will work directly with the counselor for the handicapped.

Although our total handicapped program is developing slowly it is developing into a solid, justifiable program. We have tried not to take on too much. As a consequence, the program has survived up to this point and we have been able to increase the volume of students. We have developed a new approach for the students and for the program. Most important, we have been able to handle it financially. The emphasis from the President on down is to find and develop salable skills for the handicapped students and to get them into the job market. We believe this is what our program is accomplishing.

CERRITOS COLLEGE

Rancho Los Amigos Hospital

In 1969, interested parties at Cerritos College, Norwalk, and at nearby Rancho Los Amigos Hospital, Downey, joined forces to initiate a vocational education program for the handicapped. By December 1, 1969, classes were opened, and eight students under the direction of two part-time instructors began their course of study.

The curriculum was composed of vocational math, vocational English, drafting, typing and accounting. Classes were held in a facility located on the hospital grounds. Transportation for the students from the wards was via hospital tram.

Students were referred into the program by rehabilitation counselors at Rancho and the State Rehabilitation Office located on the hospital grounds. Due to increased enrollment and the space taken up by gurnies and wheelchairs, an additional facility was made available to Cerritos thus giving separate rooms for those majoring in technology and those in clerical skills.

As time passed, the enrollment dropped for classes in technology but grew for the clerical. Reflecting this trend, the curriculum was changed in nature and scope to thirteen courses. The staff was now composed of two full-time and two part-time instructors with the full-time instructors sharing coordination of the program -- one, taking care of the physical needs; the other, taking care of the personnel needs. All instructors were - and are - accountable to the chairman of the Business Division at Cerritos.

Work stations were set up in offices of the hospital, and students were given an opportunity to get on-the-job training along with their studies. All assignments on work stations were made in cooperation with each student's rehab counselor. The staff and counselors work very close together as a team in the interests of the rehabilitee.

In spring, 1970, a mailing was made to all Rehabilitation Centers, social service agencies, hospitals, school districts, detention centers, etc., in the Los Angeles County area to offer the services of the satellite campus. Since the program is open-ended, students are able to enter at any time which is a benefit that a regular community college campus can not offer.

By early 1971, classes were so large we could not meet the needs of the students on an individualized, personal-pacing basis so classes were split and two additional part-time instructors were added. The staff now includes two full-time, two temporary full-time, and two part-time instructors. At the same time, a single coordinator took over the duties of managing the program as well as teaching. The coordinator began attending the management meeting of the Vocational Services Division of the hospital and the staff meetings of the Work Evaluation Center which gave a better opportunity for Cerritos personnel to provide their service in a team-like manner.

In the fall of 1971, a class for EMR's was started with eleven students. These students are referred by the Workshop Counselor and spend two hours in the classroom studying reading, writing, and arithmetic as it relates to the job and six hours in the workshop. The same objective applies as toward the other classes - job placement.

During these two years, 220 students have received some type of training from the program. There have been twelve Certificates of Achievement presented and of these twelve, eight students have obtained full-time positions. The accounting students tend to follow on with their work by attending Cerritos the semester immediately following their course work at the hospital. Current enrollment, as of February, 1972, is 56 students.

The problems arising over this time have been mainly in absenteeism, personal illnesses, physical room layouts, counselors' lack of knowledge regarding length of stay necessary for training clients, students' apprehensions as regards self-confidence, and lack of communication regarding counselors' goals for clients - school evaluation or school training.

The philosophy of the school is to provide intensive vocational training in order for the students to gain employment. All instructors are business-experienced people and use their practical knowledge to gear their students for jobs. The students are encouraged upon completion of their program to continue with their studies in the evenings at Cerritos. Because the length of stay is generally only one semester, we are able to train only for entry-level jobs unless someone is coming through for "refresher" course work. It is highly preferred that instructors for our program come from vocational areas rather than special education only. Training in both fields is advantageous.

Our future goals are to broaden the curriculum to other areas of study besides business, to bring in audio-visual aids since instruction is so individualized, to move out into the community.

Norwalk Campus

In the summer of 1970 Cerritos began to develop an on-campus program for orthopedically handicapped minors. This program is funded through the state special education allotment (Education Code, Section 18102) and is geared to serve the following objectives:

1. Assist the handicapped student to successfully integrate into the college community.
2. Aid the student to maintain educational programs in the event of prolonged absence.
3. Assist the handicapped student in the development of realistic self-concepts.
4. Assist in the development of educational interests and employment goals for the individual.
5. Provide special instruction, tutoring, advice, counseling and equipment necessary to assure success.
6. Coordinate (but not provide) transportation to and from campus to attend classes and extra-curricular activities.
7. Provide personnel to act as a liaison between the handicapped student and his regular instructors.
8. Provide special courses of instruction including the following: (a) survey of disabilities and their psychological and educational implications; (b) exploratory course of job and employment opportunities.
9. Coordinate and facilitate registration, placement testing, issuance of parking permits and counseling for handicapped students.
10. Identify those physically handicapped individuals on campus and in the community who would benefit from participation in the orthopedically handicapped program.

The special instruction is presented as a course specifically for the handicapped student. Two units of elective credit are given and a maximum of eight units may be earned toward the Associate of Arts Degree in the special courses.

It is the intent of the Orthopedically Handicapped class to lend support and encouragement to the disabled student. The student is given the opportunity to discuss his problems openly and to interact with others who have similar difficulties.

In effect, the Cerritos College District has recognized the value and worth of the individual and has provided a special consideration for a special segment of the community's population - the orthopedically handicapped.

CHABOT COLLEGE

During the spring quarter of 1971 Chabot College in Hayward had a student population of over twelve thousand; all Chabot students had been required to complete a health card at the time of registration.

Although many students do not admit to physical disabilities, Chabot's spring student body included the following number of handicapped students:

31	deaf or hard of hearing,
44	blind or partially sighted,
57	orthopedic or health impaired,
13	aphasics,
137	heart conditions,
44	rheumatics,
370	asthmatics, and
44	diabetic or epileptics.
501	other

All of these handicapped students had been exposed to a club called the Disables of Chabot. The Disables had been formed and led since 1969 by a dedicated young man, confined to a wheelchair, named Gregorio Lopez. The philosophy of Greg's club and of Chabot College since its inception has been to provide disabled students with help when they want it.

The Disables Club has been instrumental in the development of Chabot College in many ways. The club made several requests of the Chabot administration based on student needs uncovered by a study in which club members took physically sound students, confined some to wheelchairs and blind-folded others. The newly handicapped students participated in all phases of student activity for a full week. Some of the improvements won by this cooperative effort of handicapped and sound students were two specially equipped lavatories, special areas for handicapped students in the library, cafeteria, and football stadium, a private office area for the Disables, ramps on numerous curbs around campus, rubber mats at the entrances to all buildings, special lockers for handicapped students in the Student Center, regular filling of 'chuck' holes around campus, and special turnstiles in the cafeteria and bookstore.

The Disables Club has assisted the College in numerous ways over the last few years. The Club works closely with State Vocational Rehabilitation and other local agencies. The Club has developed an informational brochure for prospective handicapped Chabot students. These brochures are distributed throughout the community and made available to incoming handicapped students. Club members set up an information table for handicapped students at registration every quarter.

The Disables Club in addition to being an integral part of the College as well as the community it serves has been active at a State level. The club, working together with the Chabot administration sponsored Assembly Bill 1626. A bill for financial assistance to handicapped college students. It reads in part:

> ..."Any person who, by reason of physical impairment, cannot receive the full benefit of ordinary educational facilities, shall be considered a physically handicapped individual for the purposes of obtaining assistance under AB 1626. . ."

Although Chabot College has, to this point, employed no one with a special credential for the teaching of handicapped students, several things are being done to improve education of handicapped students. Courses needed by handicapped students are moved from second floor classrooms to the first floor. A special class is offered in Physical Education for handicapped students. Several teachers have developed large charts as part of their lecture notes as an aid to partially sighted students. One typing instructor has made available large print typing books and typing books for one-handed typists. This particular teacher has also worked with the school's maintenance department to develop special devices to be used by students who do not have full use of either hand.

Through the spirit and initiative of The Disables Club, the encouragement and cooperation of the school's administration and the dedication and ingenuity of the faculty, Chabot College is developing an environment to take care of the physical, social, and educational needs of all its students.

PASADENA CITY COLLEGE

Services to Handicapped Students Program at Pasadena City College

In April 1970 the director of Occupational Education at Pasadena City College contracted with the consultant in special education to identify the adult handicapped population in the community college district, to identify services provided them and to define the services needed.

The results of the survey were presented to an advisory committee which then suggested that the consultant be hired by the college to coordinate services to the handicapped students on campus.

In September, 1970, the population of handicapped students included the following:

Blind and partially sighted	11
Deaf and hard of hearing	6
Ambulatory orthopedically handicapped	10
Non-ambulatory orthopedically handicapped	13
Other (emotionally disturbed educable mentally retarded, educationally handicapped and speech impaired)	13

The attitude of the college toward the handicapped at that time was that they were welcome at the college but that special services would not be rendered by the college. Transportation, recruitment, special aides, curriculum and classroom changes or special registration were not provided. More than half of the campus was inaccessible to people in wheelchairs.

A count of the handicapped population in January, 1972, reveals the following:

Blind and partially sighted	16 (4 from 1970 population)
Deaf and hard of hearing	18 (4 from 1970 population)
Ambulatory orthopedically handicapped	20 (5 from 1970 population)
Non-ambulatory orthopedically handicapped	18 (9 from 1970 population)
Other	12 (all from 1970 population 1 new speech student
Disabled Veterans (Vietnam)	5

In a year and a half the college policy toward the handicapped has changed. The consultant was hired as a full time certificated college employee funded by the 10% VEA monies administered through the Department of Occupational Education. While the new title of "teacher-Coordinator for Handicapped Students in Occupational Education" is cumbersome it does in some way indicate the multifaceted role of the position.

Services now provided on campus have been initiated from specifically identified student needs. For the physically handicapped the mobility barriers were the primary obstacles to their education at PCC. Now there is priority parking and modified bathroom facilities with more in the offing. Associated Student Body Funds have been allocated to build an elevator to the Campus Center thus making student government and recreation facilities available to the physically handicapped. The bookstore was once inaccessible as was the library. Now both are usable by people in wheelchairs - the library still needs some modifications, however. Further funds have been recently allocated by the state to construct elevators in the Administration building which besides all administrative and supportive functions also houses the social sciences, telecommunications and some art classes. This building is the most important one on campus and is also the most inaccessible. Before the funds were made available the coordinator negotiated a classroom trade with the "inaccessible Social Sciences Department: and the "accessible Business Department" so students do not have to suffer the indignity and inconsistency of being carried up and down stairs in their wheelchairs.

Those students have now been sufficiently motivated to join in such activities, among others, as the local Mayor's Committee on Employment for the Handicapped. They "watchdog" architectural plans on campus to see that they comply with the 1968 law stating accessibility of public buildings to handicapped, and they generally have become more aware of and active in their rights, privileges and abilities.

One of the vehicles through which this attitude change was made was a special class taught by the coordinator. This course, Communications 100A, is a "Career Plans and Study Skills" class for one unit, credit/no credit (non transferable) one hour per week, two hours to be arranged. This coordinator decided to limit the group to handicapped students only (however, several able-bodied have since joined the group) and the format has been a general "rap session" covering such areas as family, independence, employment, sex, dating, and marriage, accepting welfare, legislation and mobility barriers to name a few. Occasionally outside speakers are invited to informally address the group. This is gratifying to know that students who enrolled the first semester will take it next semester.

The coordinator works cooperatively with the counselors in programming and planning for handicapped students in occupational education. The counselors provide the expertise in guiding the student through the proper sequence of courses as they lead to an occupational goal. The coordinator attends these programming sessions to see that the hourly load is appropriate, the classrooms accessible and to arrange any needed assistance such as notetakers, readers or interpreters. Follow-up sessions are often needed and it is in this way that th e coordinator can lift some of the load from the counselors. This semester the coordinator is doing some of the actual programming thus further lightening the counselors' load. Frequently they also refer students to the coordinator to talk about careers in working with the handicapped.

Teachers have been most cooperative, almost too lenient in some cases, but generally have been at first curious, then very willing to work in any way helpful with the students. Several significant changes have been initiated by teachers. A metal shop instructor has built a portable ramp to machines too high for a wheelchair to encourage a recently hurt paraplegic to continue school, the dental technology teachers have designed two work stations adapted for paraplegics and those two spaces are being reserved for qualified applicants in wheelchairs.

It is gratifying to realize that the college is becoming aware of the presence and special needs of handicapped students. This is a first step in opening the doors to many students who otherwise would not have had the opportunity of an education.

STATE CENTER JUNIOR COLLEGE DISTRICT
(Fresno City College, Reedley College)

Among the 12,728 students at Fresno City College and the 2,357 students at Reedley College there are enrolled a total of some 1,700 students with physical disabilities, of varying degrees and types.

Fresno City College is primarily a two-level facility, old in years, with many architectural barriers to wheelchair users. Extensive use of ramps is being implemented to alleviate this situation. A major building replacement program is underway and all such buildings are to be replaced within three to eight years.

Reedley College is a single level campus, with practically no architectural barriers. There are dormitory facilities available to both male and to female students. These dorms, however, are not readily designed for limited mobility students. Physical modifications are being planned so that the lower level of these two-level dorm structures will be accessible to wheelchair users.

Enabler Services

For each campus a system of enabling services has been developed and is being implemented with the aid of a substantial grant from VEA funds. These enabling services are designed to enable the student with a physical disability to compete on a more nearly equal basis with all other students in the classroom.

These special services, which we call "Enablers," include testing and evaluation, student program planning, tutoring, reader service, multi-media educational aids, vocational information, occupational placement and general counseling. All of these services are coordinated on both campuses by the Handicap Specialist.

These services are, or will be, concentrated in Enabler Centers. An Enabler Center has just begun operation at Fresno City College; the Center at Reedley College is expected to begin operation next fall.

The Centers will be staffed by a counselor technician, and two students who will function as counselor aides, all under the direction of the Handicap Specialist. VEA funds are making these Centers possible.

Future Plans

Looking to the future, the District plans that all courses designated as vocational education will undergo comprehensive analysis by a panel of vocational education instructors, the Handicap Specialist and an advisory committee. This panel will break down each course into specific behavioral performance objectives and will determine where and how to insert multimedia aides and enabler services for students with disabilities.

In September, it is planned to add three special courses at Fresno City College. They are:

Homemaker Rehabilitation - For the disabled homemaker and home economics majors. This will be a two semester, six unit program and will be based on types and usage of adaptive equipment for home and child care. Open to both male and female students.

Optic Repair - A course designed primarily for wheelchair users. Skills associated with camera and lensed instrument repair will be taught.

Psychological Aspects of Disability - A three unit transferrable course in the psychological ramifications and adjustment problems of the various disabilities, vocational implications, etc. This course will be open to students with disabilities, pre- and para-professional students primarily; any other student secondarily.

5. Resources - Special Equipment

. Special Equipment

Special equipment for the orthopedically handicapped student depends primarily upon the needs of the individual. Most orthopedically handicapped persons have had experience modifying or adapting equipment to their own particular physical limitations, and would be of great assistance in determining the types of equipment to purchase for a resource room.

Special equipment for a resource room for orthopedically handicapped students should include the following:

Adjustable tables
Electric typewriters
Automatic page turners
Book stands
Dictation machine
Mouth sticks
Tools for wheelchair repair

For other more specialized equipment, the reader is referred to the definitive book:

Aids to Independent Living
Edward W. Lowman, M.D. and Judith Lannefed Klinger
McGraw-Hill Book Co., New York, New York, 1969

. Resources

American Vocational Association Inc.
1010 Vermont Ave., Washington, D.C. 20005

Council for Exceptional Children
National Education Association
1201 16th St., N.W., Washington, D.C. 20036

National Association for the Physically Handicapped Inc.
Box 707
Washington, D.C. 20044

National Society for Crippled Children and Adults
2023 W. Ogden Ave.
Chicago, Illinois 60612

National Vocational Guidance Association Inc.
1605 New Hampshire Ave., N.W.
Washington, D.C. 20009

United Cerebral Palsy Associations Inc.
321 W. 44th Street
New York, New York 10036

B. Programs for the Deaf and Severely Hard of Hearing

1. Possible Objectives

- Provide specially qualified personnel for advisement, instruction, and coordination of deaf and severely hard of hearing students.
- Provide special equipment
- Successfully integrate the deaf and severely hard of hearing students into the college program.
- Develop remedial and/or supplemental curriculum for the deaf and severely hard of hearing students.
- Provide supportive services geared to the special needs of the deaf and severely hard of hearing.

2. Sources of Funding

- VEA, Part B Funds
- State Apportionment Funds
- Federal Grants
- Private contributions

3. Legal Authorization

Definitions

Deaf: A minor is deaf if he comes within any of the following descriptions: (1) He has a hearing loss in his better ear that is from 70 decibels in the speech range to inability to distinguish more than 2 frequencies at the highest measurable level of intensity, with the result that he cannot understand and acquire speech and language through the sense of hearing, even with sound amplification. (2) He has a hearing loss in his better ear that averages 50 or more decibels in the speech range, and because he has had a sustained loss from babyhood or very early childhood, does not learn language and speech through the unaided ear. (3) In the combined opinion of a hearing specialist and a qualified educator, he would benefit from the special educational facilities provided for deaf minors.

Severely Hard of Hearing: A minor is severely hard of hearing if he comes within any of the following descriptions; (1) He has a hearing loss in his better ear that is from 45 to 70 decibels in the speech range and, as a result, suffers delayed speech and language development to such an extent as to hamper his progress in a regular classroom at a rate commensurate with his intellectual ability. (2) He has a hearing loss in his better ear that averages more than 30 decibels in the speech range, and the loss was sustained in babyhood or early childhood, and it has resulted in delayed speech and language development. (3) He has a hearing loss in his better ear that averages more than 30 decibels in the speech range, the loss has been diagnosed by a licensed physician and surgeon to be progressive in nature, and the minor, because of delayed speech and hearing development, has need for placement in a special day class or integrated program.

Authorized Programs

Education Code sections 6802.1 and 6812 authorize the following kinds of programs:

A. Special schools

B. Special classes

C. In hospitals, sanitoriums, preventoriums

D. In the home through the employment of home instructors

E. By cooperative arrangement with the Department of Rehabilitation

F. By any other means approved by the State Department of Education

G. Integrated program of instruction for physically handicapped children including those handicapped in vision or hearing

State Fiscal Support

The cost of educating deaf and severely hard of hearing is considerably greater than the cost of educating physically normal children because of the need for certain specialized equipment, specially trained personnel, and small class sizes. The Legislature has authorized the Superintendent of Public Instruction to allow to each school district or county superintendent of schools for the education of deaf and severely hard of hearing minors an amount computed as follows:

A. Dividing the average daily attendance of deaf or severely hard of hearing minors by the maximum class size established by law for special day classes for such minors and increasing the quotient to the next highest integer where a fractional amount is produced.

B. Multiplying the amount computed under subdivision (A) by a total support guarantee of $17,260, and

C. Subtracting from the amount computed under subdivision (B) the $662 per unit of average daily attendance for deaf and severely hard of hearing in grades 13 and 14.

(Education Code Section 18102)

In addition to all other amounts the Superintendent of Public Instruction is authorized to allow $389 for each unit of average daily attendance of deaf and severely hard of hearing for transportation to and from special day classes. (Education Code Section 18060)

The Superintendent of Public Instruction is authorized to allow to school districts and county superintendents of schools for each unit of average daily attendance for "other individual instruction" (in homes or in hospitals) of deaf or severely hard of hearing minors, $1,300. (Education Code Section 18102.9(f).

The Superintendent of Public Instruction is authorized to allow $1,018 per unit of average daily attendance for the instruction of deaf and severely hard of hearing minors in regular day classes. (Education Code Section 18102.9(g).

Transportation

Transportation of deaf and severely hard of hearing minors is recognized as a function of the public schools. Transportation is authorized for pupils assigned to special day schools and classes and must be provided for all pupils whose physical handicap prevents walking to school. (Education Code Sections 6807 and 6808). In lieu of providing in whole or in part for the transportation of pupils attending the special day school or class, the governing board of a school district may pay to the parents or guardians a sum not to exceed the cost incurred in the schools transporting such a pupil. (Education Code Section 16804).

Class Size Regulations

The Legislature has prescribed the following class size standards: (Education Code Section 6802.2)

Types of Pupils in Class	8 Years of Age	20 Years of Age
Deaf	6	8
Severely Hard of Hearing	8	10
Both the Deaf and the Severely Hard of Hearing	6	8

Identification and Diagnosis

California's Education Code Section 12802 requires every attending or consulting physician who examines any child under 20 years of age found to be totally deaf, or with impaired hearing, as defined by the State Board of Education, to report at once to the Department of Education the name, age, residence, and the name of the parent or guardian of the minor.

The Director of Education may authorize the California School for the Deaf (Berkeley and Riverside) to serve as a testing center for deaf and hard of hearing minors. The center functions to test hearing acuity and to give such other test as may be necessary for advising parents and school authorities concerning an appropriate educational program for the child. (Education Code Section 25653)

Eligibility for Programs and Services

> "The governing board of a school district, subject to provisions of Section 894, may establish regulations determining who can profit by and who shall receive the special instruction. . ." (Education Code Section 25653)

Consultant staff of the Department of Education recommend that specific policies and procedures be established and maintained for admitting, transferring or discharging a deaf or hard of hearing minor to a program maintained by the governing board of a school district or by the county superintendent of schools.

Social and Vocational Counseling and Guidance for the Deaf Minor and His Parents or Guardian

Provisions for individual counseling and guidance in social and vocational matters is mandated as part of the instructional program for physically handicapped pupils, which includes the deaf and hard of hearing. Upon approval by the State Department of Education, the governing board of any school district may separately, or in cooperation with the governing board or boards of one or more other school districts, or in cooperation with the Department of Rehabilitation, employ a special coordinator, who shall make a study of employment and occupational opportunities and shall assist in the coordination of the education of the physically handicapped minors with the commercial and industrial pursuits of the community, so as to prepare the minors for employment.

A cooperative arrangement for vocational placement is established by the State Department of Employment, through the State Employment Service, cooperating with local school officials and the State Department of Education. (Education Code Sections 6818 and 6819)

The governing board of any school district or the county superintendent of schools of any county, maintaining secondary schools is authorized to enter into contracts with the governing boards of other such school districts, or with the county superintendent of schools, and with any department or agency of the state to obtain or provide services and other assistance necessary in the connection with providing effective rehabilitation services, to include but not limited to occupational training, mobility training, sheltered workshops, and work experience programs.

Any school district governing board, or the county superintendent of schools of any county, which enters into a contract with the State Department of Rehabilitation under provisions allowing, may employ persons to provide such services. (Education Code Sections 6932, 6933, 7041-7043)

Guidance and counseling services for parents and guardians of preschool deaf minors may be provided at a Nursery School-Parent Institute provided by the State Department of Education annually or through services rendered to the minor and his family through home instruction. (Education Code Sections 6812 and 6822)

Courses of instruction for parents of a deaf child to assist and instruct the parents in the early care and training of such child, to train the child in play and other things which will assure the child's physical, mental and social adjustment to its environment are authorized. (Education Code Section 25652)

Counseling of parents relative to appropriate educational programs for the deaf child are authorized pursuant to Education Code Section 25653.

Authority to Make Special Provisions; "Physically Handicapped Minor" Defined

6801. Subject to the provisions of this article (commencing at Section 6801) and Section 8901 the governing board of any school district may make such special provisions as in its judgment may be necessary for the education of physically handicapped minors. "Physically handicapped minor," as used in this article (commencing at Section 6801) means a physically defective or handicapped person under the age of 21 years who is in need of education. (Amended by Stats. 1965, Ch. 1914.)

Minors Considered Physically Handicapped

6802. Any minor who, by reason of a physical impairment, cannot receive the full benefit of ordinary education facilities, shall be considered a physically handicapped individual for the purposes of this chapter (commencing at Section 6801). Minors with speech disorders or defects shall be considered as being physically handicapped. Minors with physical illnesses or physical conditions which make attendance in regular day classes impossible or inadvisable shall be considered as being physically handicapped. (Amended by Stats. 1967. Ch. 1580)

6802.5 (Added by Stats. 1963, Ch. 2007. Effective until 91st day after final adjournment of 1965 Regular Session. Repealed by Stats. 1968, Ch. 217.)

Special Instruction in Public Schools and Employment of Personnel

6803. The Superintendent of Public Instruction shall promote and direct special instruction in the public schools for physically handicapped minors. He may employ such professional and other personnel as are necessary for this purpose, and may perform such other duties as are necessary to give full effect to this article (commencing at Section 6801).

Cross Reference: For duty of Director of Education to provide consultant services for hard of hearing children.

Prescription of Minimum Standards for Special Education; Effect of Failure to Comply

6804. The State Department of Education may prescribe minimum standards for the special education of physically handicapped minors. No apportionment of state funds shall be made by the Superintendent of Public Instruction to any school district on account of the instruction of physically handicapped minors unless the standards prescribed for the instruction are complied with.

Cross Reference: For size of classes allowed, see 5 California Administrative Code Secs. 191.5.

Residency for Furnishing of Education

6805. Any school district furnishing education to physically handicapped minors pursuant to this article (commencing with Section 6801) shall furnish such education to all such handicapped minors actually living within the district five or more days a week, although their legal residence may be outside the district.

Contracts with Other Districts or County Superintendent of Schools for Education

6806. Subject to the provisions of Section 3901 any school district which does not maintain facilities for the education of physically handicapped minors shall enter into a contract with a school district in the same county, or a county superintendent of schools maintaining such facilities. If there is no district in the same county or county superintendent of schools maintaining such facilities, the governing board of the school district shall enter into a contract with a school district maintaining such facilities in any other county. If the governing board of the district should determine the same to be more economical and practical, it may enter into a contract with a school district situated in another county, in lieu of entering into a contract with the county superintendent of schools or a school district in the county in which such district is situated.

If any question arises concerning the adequacy of the facilities provided for the education of physically handicapped minors by the school district in which the child is actually living, the parent or guardian of such child may appeal to the county superintendent of schools, and if the county superintendent of schools determines that the facilities offered are inadequate, he shall order the school district in which the child is actually living either to provide the facilities or enter into a contract with a school district maintaining adequate facilities.

Such contract shall provide for the payment of the cost of tuition by the district in which the physically handicapped minor actually lives and may provide for payment of the cost of the use of the buildings and equipment. The cost of tuition shall not be greater than the difference between current expenditures per unit of average daily attendance, including transportation, for the education of a pupil in the particular category of physically handicapped minors to which the pupil belongs and the apportionment of state funds for the education of physically handicapped minors in that category.

The amount shall be determined not later than the last Monday in December and the last Monday in May of each year by the county superintendent of schools of the county in which the child attends schools and certified to the superintendent of schools having jurisdiction over the schools of the school district in which the child actually lives. The amount shall be forthwith paid from any funds of the school district available for that purpose.
(Amended by Stats. 1959, Ch. 320, by Stats. 1965, Ch. 1914, and by Stats. 1968, Ch. 1335. Effective August 14, 1968.)

Cross Reference: For provisions relating to education of physically handicapped, see Sec. 8901 et seq.

Regulations to Categorize Pupils into Elementary and Secondary Grades

6806.1. The Superintendent of Public Instruction shall adopt regulations (a) to prescribe the conditions under which the education of physically handicapped minors shall be the responsibility of either the elementary schools or the high schools maintained by school districts, and (b) to determine when such pupils who are in classes maintained by a school district, or a county superintendent of schools, shall be designated in elementary or secondary grades for attendance and state apportionment purposes.

4. Ongoing Programs - Hearing Disabilities

Among California community colleges, an outstanding program for deaf and severely hard of hearing students is at Golden West College.

GOLDEN WEST COLLEGE

Golden West College has concerned itself with the needs of minority citizens, one body of which are persons with a hearing impairment. Since deafness is both an academic and language handicap, adaptive services have been implemented in order to assist the student in his academic needs. A remedial program with special teachers is available to help the students overcome any specific deficiencies he may have. Notetakers and interpreters are available to students who take regular classes. Tutoring, counseling and guidance are available through the students' stay at Golden West.

Where applicable, the student can: (1) elect to take a short term course of studies (9 weeks), (2) enroll in a certificate program (1 year), (3) enroll in a terminal vocational program(2 years), or (4) select a transfer program to a four-year college.

In the fall of 1970, Golden West began a program to open up post-secondary education and college-life experiences to deaf and hearing-impaired persons. Need for such a program was underscored by an initial enrollment of 40 students, many of whom came from a substantial distance. Continued expansion of this program will make college available to many more students.

Presently there are about 100 hearing impaired students enrolled in day classes at Golden West College. The majority of these students are deaf, yet many of them are experiencing success academically and socially. For example, one of our girls was elected homecoming queen. Several of our students, both men and women, are involved in inter-collegiate athletics, particularly water polo, swimming and track. In our first semester, two students achieved academic success by making the Dean's List.

Any student 18 or over is by law accepted at a junior college. There is no tuition and cost of books is about $75 per semester. Students must arrange for their own housing.

A student who is mature, responsible, and well motivated usually can obtain a measure of success at Golden West College. Equally important is that the student must have a realistic goal which is obtainable at Golden West College and/or Orange Coast College.

A student who plans to attend Golden West College and enroll in the Hearing Impaired Program is encouraged to make plans approximately three months prior to the beginning of the semester.

The idea of a Hearing Impaired Program at Golden West College was initiated by a committee of concerned citizens who saw a need for post-secondary education for hearing impaired people in Orange County and neighboring areas. Rehabilitation counselors for the deaf, educators of the deaf, parents of deaf children, and adult deaf leaders were represented on that committee. They assisted the officials of the College in planning the new program, recruiting personnel for it, and publicizing it among prospective deaf and hard of hearing students.

Advisory Committee

The present Advisory Committee consists of the original four elements mentioned above, to which have been added students and instructors from the program. The Advisory Committee keeps itself informed on developments in the program and continues to advise the College and to publicize the program among deaf people.

Counselor

The Counselor of the Hearing Impaired Program and one instructor came on campus during the summer of 1970 to make final preparations and advise prospective students in enrolling and planning their educational programs. The instructor outlined a set of remedial courses for deaf students and a list of existing courses he felt would benefit them. The Counselor interviewed and recommended the addition of two instructors. He engaged a consultant, who assisted in recruiting and selecting interpreters for the program.

The Counselor is responsible for recruiting, orienting, testing, and advising all new hearing impaired students. Additional duties include counseling, testing, and advising continuing students. He has charge of registration procedures. The three instructional specialists assist him in advising students who are planning their academic programs and setting vocational goals. The Counselor facilitates all contact with the regular counseling staff. Also, he aids in instruction.

Educational Specialists

The three educational specialists conduct remedial classes set up especially for hearing impaired students, to prepare them for the regular academic and technical courses. These classes include reading, English, vocational planning, and special help with regular courses in which students may be enrolled. The educational specialists also team-teach with regular instructors in classes where deaf students are integrated with the normally hearing. Extended office hours offer additional tutoring to hearing impaired students. Each educational specialist has other duties as explained below.

One educational specialist is responsible for special instructional media, such as captioned films for the deaf. She orders them through the College's media center and makes them available to the others.

Another educational specialist recruits notetakers and coordinates and supervises all notetaking services. Students with normal hearing are paid to take class notes for those who need their eyes to follow classroom presentations and discussions.

The third educational specialist is designated as Chairman of the Hearing Impaired Program. He supervises instruction and provides liaison with high school programs serving hearing impaired students and with other professionals who serve the deaf. He is directly responsible to the Dean of College Affairs. This same instructor coordinates and supervises interpreting services for hearing impaired students.

All three educational specialists are required to have a Master's degree and a credential to teach deaf and severely hard of hearing on the secondary level. All are expected to maintain close professional contact with other instructors on the College campus and to offer whatever assistance they may require in reaching hearing impaired students.

According to state guidelines for handicapped programs, at least one specially trained, credentialed staff member must be available for each group of seven full time equivalent (FTE) hearing impaired students.

Teletype

A special teletype has been acquired for the purpose of communicating directly by telephone with deaf educators and leaders who also possess teletypes.

Interpreters

Experience has shown that hearing impaired students often encounter considerable difficulty in understanding classroom presentations and taking part in classroom discussions with their normally hearing peers, especially in large classes. Consequently, interpreters are provided to translate in these situations for students who request that service. In addition to classroom duties, some interpreters serve in other situations where their expertise is needed.

Financial Aids

In addition to the financial aid programs available to other students, some hearing impaired students receive financial assistance and job counseling and placement services from the Department of Vocational Rehabilitation. The Hearing Impaired Program seeks to cooperate with Vocational Rehabilitation Counselors in serving deaf and hard of hearing clients.

Evaluation

Evaluation of the effectiveness of the Hearing Impaired Program will be in terms of students' success in their studies at Golden West College, as shown in College records; and in terms of their being gainfully employed in their chosen fields or successfully pursuing further study after they have left Golden West. Both formal and informal contacts can be employed to follow the progress of former students.

Recommendations

The following suggestions are made regarding the Hearing Impaired Program:

1. Instructors who will have hearing impaired students should have formal or informal orientation provided by the educational specialists, in groups or individually.
2. Students may benefit from a pre-orientation program, including some instruction in the language arts and vocational counseling.
3. High School programs for the deaf and hard of hearing should be given information and data on student performance in a community college program. This could aid them in providing students with educational experiences that would prepare them better for post-secondary education.
4. There should be full-time salaried interpreters on a ratio to be established by a careful analysis of experience. There should also be an adequate number of part-time interpreters paid on an hourly basis.

5. A faculty advisory committee could be formed for interested faculty and those who have hearing impaired students in their classes.
6. Evening and summer classes should be made available to hearing impaired students, with interpreting and notetaking services.
7. Community understanding and involvement can be developed through formal and informal contacts with normally hearing and deaf groups and individuals.
8. Research is needed regarding job opportunities for the hearing impaired in and around Orange County.
9. There are some classes taught by the audio-tutorial mode. That is, lectures are recorded on sound tapes and tutoring is provided for students in these courses. Of course hearing is required of students who benefit from the sound tapes. Special provision must be made if deaf students are to be allowed access to such classes.

5. Resources - Special Equipment

Special equipment necessary for hearing impaired students should include the following:

- Sound amplification equipment
- Visual aids for the deaf

Special services for the hearing impaired should include the following:

- Interpreters
- Remedial courses in communication skills
- Notetaking services

Resources:

Alexander Graham Bell Association for the Deaf Inc.
1537 35th St., N.W.
Washington, D.C. 20007

American Speech and Hearing Association
9030 Old Georgetown Road
Washington, D.C. 20014

Regional Special Education Instructional Materials Center
University of Southern California
School of Education
Los Angeles, California 90007

C. Speech, Language and Communication Disorders

1. Introduction

It should be noted that impaired speech is not often considered a primary physical handicap. It is, however, associated with other disabilities such as, learning impairments, cerebral dysfunctions, structural defects and emotional disabilities.

Speech problems are often considered a part of the greater area of language and communication disorders. For example, the State Department of Education refers to the "California Program for Speech and Hearing Handicapped Children".

2. Sources of Funding

   A. VEA

   B. State

   C. Contributions

3. Legal Authorization

   A. Scope and Purpose of Program

   California programs for speech and hearing handicapped children are mandatory in public schools, and speech and hearing special education services are an integral part of the education of children with speech, hearing and language disorders. These special education services are designed for children with significant communicative disorders. The primary purpose of speech and hearing programs in the schools is to provide thorough assessment, appraisal, and evaluation, of each child's speech, language and/or hearing disorder and to provide a therapeutic program to meet the individual child's needs.

The speech and hearing specialist and the classroom teacher have separate but joint roles in the development and enhancement of good speech and language for all children. The specialist and teacher work together closely in sharing responsibilities of distinguishing between children needing speech and language development training and children needing therapeutic services for their speech, language, and auditory disorders. The speech and hearing specialist makes the final decision concerning identification of children to be placed in his case load for therapeutic services. The effective speech and hearing specialist will find the classroom teacher's contribution to understanding the child of real value. The teacher may integrate suggestions and guidance of the specialist into the child's daily experiences. The services required of the speech and hearing specialist indicate he or she should have a thorough understanding of the total school philosophy and educational programming. The speech and hearing specialist's specific goals, skills, and identity are that of the specialist providing services to children with significant communicative disorders.

California's program for the speech and hearing handicapped originated in 1915-1916 and has increased in scope year by year. The speech and hearing program is currently providing specialized services to the largest number of exceptional children in the state. For example during 1969-1970 over 100,000 children with communicative disorders received the services of 1,714 public school speech and hearing specialists.

B. Legal Definitions

The speech and hearing program in California schools encompasses the following categories of children: speech handicapped, moderately hard of hearing, and aphasic. According to Title 5 of the California Administrative Code, Section 3600(h), the speech handicapped minor is defined as follows:

> "A minor, exclusive of the deaf, severely hard of hearing, moderately hard of hearing, and aphasic as defined herein, is speech handicapped if he is identified by a teacher (or specialist) holding a credential authorizing the teaching of speech and hearing handicapped minors as having abnormality of speech and oral language calling adverse attention to itself, impairing communication or causing maladjustment arising out of problems with articulation, rhythm, voice or oral language usage."

Section 3600(g) defines an aphasic minor as follows:

"A minor is aphasic when all of the following statements apply to him: (1) He has a severe speech and language disability. (2) The dysfunction or impairment is evidenced by a written diagnosis or determination (as appropriate) as aphasia or probable aphasia by each of the following: (A) A licensed physician and surgeon who has training and experience in working with children who have neurological defects; (B) A credentialed or certified psychologist; (C) A teacher (or specialist) credentialed in the area of the speech and hearing handicapped, or a member of the staff of a speech and hearing clinic or center who holds certification by the American Speech and Hearing Association. (3) The disability is diagnosed or determined (as appropriate) by each of the persons described in (2) to be other than a speech and language disability associated with deafness, mental retardation, or autism, and to be of an expressive, receptive, or integrative character, or any combination of such characters. (4) The disability is of such severity as to require enrollment in a special day class, individual instruction, or instruction under Education Code Sections 6871-6873."

Section 6596 defines service as a speech and hearing specialist as follows:

"Service as a speech and hearing specialist comprises activities such as the following: (a) Identification, assessment, and placement of pupils with disorders of speech, hearing, and language. (b) Speech and language therapy for pupils with disorders of speech, hearing, and language. (c) Specialized instruction for pupils on all grade levels who have disorders of speech, hearing, and language. (d) Counseling of parents, teachers, other school personnel, and specialists in the community with respect to a pupil's handicap."

Legal bases for the many aspects of speech and hearing programs are provided for in the Education Code and California Administrative Code sections enumerated on the attached pages. Specific credential requirements are also attached.

C. Case Load of Speech and Hearing Specialists

In an effort to improve quality of programming and provide meaningful services to children with communicative disorders the following case load regulation is in effect in California's programming. (Title 5 of the California Administrative Code, Section 3621)

"A full-time teacher holding a credential authorizing service as a teacher of speech and hearing handicapped minors shall have enrolled in remedial classes which he teaches during any one week no more than 90 such minors. The minimum and maximum number of such minors so enrolled shall be reduced proportionately in the case of part-time teachers.

The Superintendent of Public Instruction may require school districts and county superintendents to furnish any information which he deems necessary to ascertain compliance with this section."

For further interpretation of the "case load regulation" and recommendations for implementing speech and hearing programs in California, reference should be made to the California State Department of Education publication The California Program for Speech and Hearing Handicapped School Children prepared by Frederick E. Garbee in 1964, with assistance in the 1967 edition by the late Edward B. Stark.

D. Program Administration

Aphasic

1. Financial support

The cost of educating exceptional children like the aphasic is considerably greater than the cost of educating physically normal children because of the need for certain specialized equipment, specially trained personnel, and small class sizes. The Legislature has authorized the Superintendent of Public Instruction to allow to each school district or county superintendent of schools for the education of aphasic minors an amount computed as follows:

a. Dividing the average daily attendance of aphasic minors by the maximum class size established by law for special day classes for aphasic minors, and increasing the quotient to the next highest integer where a fractional amount is produced.

b. Multiplying the amount computed under subdivision (a) by a total support guarantee of $17,260, and

c. Subtracting from the amount computed under subdivision (b) $662 per unit of average daily attendance for aphasic minors in grades 13 and 14.

(Education Code Section 18102)

The Superintendent of Public Instruction is authorized to allow to school districts and county superintendents of schools for each unit of average daily attendance for instruction of aphasic minors in homes or in hospitals, $1,300. (Education Code Section 18102.9(1)(f))

The Superintendent of Public Instruction is authorized to allow $1,018 per unit of average daily attendance for the instruction of aphasic minors in regular day classes (Education Code Section 18102.9(1)(g)); for remedial instruction of physically handicapped minors in other than physical education, $2,000 (Education Code Section 18102.9(1)(d)).

The county superintendent of schools shall certify to the county auditor and the county board of supervisors the amount of money required to be raised by a county tax for education of physically handicapped minors including the aphasic. (Education Code Section 895.8)

2. Types of Programs and Class Size

   Programs for aphasic minors include:

   a. Regular day class program. A program of assistance to physically handicapped minors enrolled in regular day classes who require special services and equipment beyond the services provided to pupils not determined to be physically handicapped to benefit fully from the regular classroom instruction. Such services may include, but are not limited to, supplemental teaching, transportation, teaching aides and specialized equipment.

b. Integrated instructional programs. A program in which physically handicapped minors who receive their education in regular classrooms from regular teachers, but receive, in addition, supplementary teaching services of a full-time special teacher credentialed to teach physically handicapped minors of the type enrolled in the program. Such special teacher shall serve such physically handicapped minors for the full schoolday established by the governing board for regular pupils in the school or schools enrolling such physically handicapped pupils.

c. Remedial instruction. A remedial class providing physically handicapped minors who are excused in small numbers, for not to exceed one class period of one hour from their regular or special program, remedial instruction or remedial physical education.

d. Individual instruction. A program of individual instruction to physically handicapped minors in hospitals, sanitariums, preventoriums, in the home, or under other circumstances as defined by the State Board of Education.

(Education Code Section 6802.1)

Many complex problems are involved in providing educational programs for aphasic minors. To assist with these problems, the State Department of Education, through its Division of Special Education, Bureau for Physically Exceptional Children, provides professional consultative service to local school districts and county schools offices. The Bureau of School Planning, Division of Public School Administration, State Department of Education, assists local school districts and county schools offices in developing adequate physical plants under the State School Building Aid Program.

Class Size. The maximum class size for any special day class for aphasic minors is as follows: Ages nine through twenty years -- 8

(Education Code Section 6802.2)

3. Transportation

Transportation of aphasic minors is recognized as a function of the public schools. Transportation is authorized for pupils assigned to special day schools and classes and must be provided for all pupils whose physical handicap prevents walking to school. (Education Code sections 6807 and 6808) In lieu of providing a whole or in part for the transportation of pupils attending the special day school or class, the governing board of a school district may pay to the parents or guardians a sum not to exceed the cost incurred in the schools transporting such a pupil. (Education Code Section 16804)

4. State School Building Aid

School districts which qualify for state school building aid may receive loans from funds made available under Education Code sections 19681-19689 for assistance in providing necessary facilities and equipment for handicapped pupils, with the provision that but 50 percent of such loans need be repaid. School districts and county superintendents must have the approval of the Bureau for Physically Exceptional Children and the Bureau of School Planning in planning and building facilities for physically handicapped minors with State School Building Aid funds.

Remedial Programs for Speech Handicapped and Moderately Hard of Hearing

1. Financial Support

   State financial support is provided for remedial programs for speech handicapped and moderately hard of hearing children. Average daily attendance is reported for such programs, with the current level of state support established at $2,000 per unit of average daily attendance. (Education Code Section 18102.9(1)(d))

   The county superintendent of schools shall certify to the county auditor and the county board of supervisors the amount of money required to be raised by a county tax for education of physically handicapped minors including the speech handicapped and the moderately hard of hearing. (Education Code Section 895.8)

2. Types of Programs

   a. Remedial instruction. A remedial class providing physically handicapped minors who are excused in small numbers, for not to exceed one class period or one hour from their regular or special program, remedial instruction or remedial physical education.

b. Individual instruction. A program of individual instruction to physically handicapped minors in hospitals, sanitariums, preventoriums, in the home, or under other circumstances as defined by the State Board of Education.

(Education Code Section 6802.1)

3. Transportation

Transportation for speech handicapped and moderately hard of hearing pupils is not authorized by the Education Code.

4. State School Building Aid

School districts which qualify for the State School Building Aid may receive loans from funds made available under Education Code sections 19681-19689 for assistance in providing necessary facilities and equipment for handicapped pupils, with the provision that but 50 percent of such loans need be repaid. School districts and county superintendents must have the approval of the Bureau of School Planning in planning and building facilities for physically handicapped minors with State School Building Aid funds.

5. Placement and Evaluation Procedure

Speech handicapped and moderately hard of hearing pupils are identified, placed, and evaluated by speech and hearing specialists. The program placement is based upon the type of disorder, degree of severity, and the appropriate program to meet the child's needs. (California Administrative Code, Title 5, Section 3600(c)(h))

4. Exemplary Program

CERRITOS COLLEGE SPEECH CLINIC

Speech Clinic is offered for those students enrolled in Cerritos College who have speech and language problems. Instruction is given either individually or in small groups. Some of the problems encountered include; stuttering, lisping, vocal faults, special problems related to cleft lip or palate, cerebral palsy, hearing loss and motor disabilities.

The general procedure is for a student to enroll for the speech clinic on a "time to be arranged" basis. The first day of the semester the student reports to the clinic and his therapy session time is scheduled. Each student meets with the Clinic Director two sessions per week and in addition works in the speech laboratory individually.

The Clinic Director evaluates the speech problems of each enrollee and plans the semester's work. A record of each session is kept in the clinic office to insure continuity.

The speech clinic, an offering of the college speech department, is equipped with the following:

1. Video-tape equipment
2. Phonic mirror
3. Cassette tape recorders
4. Individual lab booths with mirrors and reel type recorders
5. Conference room

All students enrolled in the speech clinic are referred to the school nurse for an audiometric evaluation. Other referrals are made to counselors, physicians, rehabilitation offices and the handicapped specialist.

D. Programs for Blind and Partially Sighted

1. Possible Objectives

. Provide a specially qualified coordinator/instructor for advisement, instruction and coordination of blind and partially sighted students.

. Provide special equipment

. Successfully integrate the blind and partially sighted student into the college program.

- Provide counseling services geared to meet the special needs of the visually impaired students.
- Provide supportive services geared to the special needs of the visually impaired students.
- Provide a curriculum to develop orientation and mobility skills.
- Provide a curriculum to develop orientation and mobility skills.
- Develop students ability to use special resources.
- Develop effective communication skills.

2. Sources of Funding
   - VEA, Part B Funds
   - State Apportionment Funds
   - Federal Grants
   - Private contributions
3. Legal Authorization - State

Definitions

Education Code Section 6801 defines a physically handicapped minor as "a physically defective or handicapped person under the age of 21 years who is in need of education." Education Code Section 6802 states in part that "any minor, who by reason of a physical impairment cannot receive the full benefit of ordinary education facilities, shall be considered a physically handicapped individual..." Blind and partially seeing children are therefore physically handicapped minors.

The California Administrative Code, Title 5, Section 3600(d) defines blind minors as follows: "A minor is blind who comes within either of the following descriptions:

1. His visual acuity in the better eye, after the best correction, is 20/200 or less.
2. His visual loss is so severe that, for educational purposes, vision cannot be used as a major channel of learning.

The California Administrative Code, Title 5, Section 3600(e) defines partially seeing minors as follows: "A minor is partially seeing who comes within either of the following descriptions:

1. His visual acuity is 20/70 or less in the better eye, after the best correction, and he can use vision as a major channel of learning.
2. His vision deviates from the normal to such an extent that, in the combined opinion of a qualified educator and either physician and surgeon or an optometrist, he can benefit from the special educational facilities provided partially seeing children.

Authorized Programs

The following kinds of programs cited in Education Code Section 6802.1 are authorized for visually handicapped minors:

1. Programs for physically handicapped minors are:
    a. Special day classes (elementary and secondary). A class established for a group of pupils with a similar handicapping condition defined in Section 6802. The special day class shall be maintained for at least the minimum schoolday. The class shall be taught by a full-time teacher whose responsibility is to teach pupils enrolled in the class for the schoolday established by the governing board for regular classes at the grade level of the pupils in the special day class who are at the highest grade level in the class.
    b. Regular day class program. A program of assistance to physically handicapped minors enrolled in regular day classes who require special services and equipment beyond the services provided to pupils not determined to be physically handicapped to benefit fully from the regular classroom instruction. Such services may include, but are not limited to, supplemental teaching, transportation, teaching aides and specialized equipment.

c. Integrated instructional programs. A program in which physically handicapped minors who receive their education in regular classrooms from regular teachers, but receive, in addition, supplementary teaching services of a full-time special teacher credentialed to teach physically handicapped minors of the type enrolled in the program. Such special teacher shall serve such physically handicapped minors of the type enrolled in the program. Such special teacher shall serve such physically handicapped minors for the full schoolday established by the governing board for regular pupils in the school or schools enrolling such physically handicapped pupils.

d. Remedial instruction. A remedial class providing physically handicapped minors in hospitals, sanitariums, preventoriums, in the home, or under other circumstances as defined by the State Board of Education.

2. As set forth in Education Code Section 18101.6 "'special day classes' includes integrated programs of instruction for physically handicapped children including those handicapped in vision or hearing where the services of a qualified special teacher are provided.

"An integrated program of instruction for physically handicapped children including those handicapped in vision or hearing shall be defined as any program in which such physically handicapped children receive their education in regular classrooms from regular classroom teachers, but receive, in addition, supplementary teaching services of a full-time special teacher, possessing a valid credential to teach exceptional children of the type enrolled in the program. Such supplementary teaching services may include instruction in the appropriate tool skills, the provision of special materials and use of appropriate special equipment, and, counseling and guidance necessary to enable physically handicapped children and those handicapped in vision and hearing to benefit fully from their instruction. As used in this section, physically handicapped children means those physically handicapped children who are deemed eligible for special class placement as defined by the State Board of Education."

3. Subject to the provisions of Section 894 physically handicapped minors may be instructed in special schools or special classes, in hospitals, sanitoriums, or preventoriums, in the home through the employment of

home instructors, by cooperative arrangement with the Department of Rehabilitation, or by any other means approved by the State Department of Education. (Education Code Section 6812).

Allowances for Authorized Programs

Education Code Section 18102 provides that school districts and county superintendents of schools shall be given an allowance of $17,260 minus the appropriate foundation funds for each special day class maintained for blind and partially seeing children. For districts and county schools providing special services and equipment for blind and partially seeing pupils in regular day classes, an allowance of $1,018 per pupil in average daily attendance shall be made. (Education Code Section 18102.9(1)(g)). For districts and counties providing individual instruction for visually handicapped minors an allowance of $1,300 per pupil in average daily attendance shall be made. (Education Code Section 18102.9(1)(f)). For districts and counties enrolling visually handicapped minors in remedial instruction other than physical education an allowance of $2,000 per pupil in average daily attendance shall be made. (Education Code Section 18102.9(1)(d)). For districts and counties enrolling visually handicapped minors in remedial physical education an allowance of $775 per pupil in average daily attendance shall be made. (Education Code Section 18102.9(1)(c)).

In addition, Education Section 18102.9(1)(e) provides that school districts and county superintendents of schools shall be given an allowance of $910 in average daily attendance "for instruction of blind pupils when a reader has actually been provided to assist the pupil with his studies, or for individual instruction in mobility provided blind pupils under regulations prescribed by the State Board of Education, or when braille books are purchased, ink print materials are transcribed into braille, or sound recordings and other special supplies and equipment are purchased for blind pupils, or for individual supplemental instruction in vocational arts, business arts, or homemaking for blind pupils,...

"Braille books purchased, braille materials transcribed from ink print, sound recordings purchased or made, and special supplies and equipment purchased for blind pupils for which state or federal funds were allowed are property of the state and shall be available for use by blind pupils throughout the state as the State Board of Education shall provide."

Transportation

County superintendents of schools and school districts shall provide transportation for minors whose physical handicaps prevent their walking to school, according to the provisions of Education Code Sections 6807, 6808, and 894.

Allowances for Transportation

Education Code Sections 18060, 18060.2 and 18062 provide that school districts and county superintendents of schools shall be given an allowance of $389 for each unit of average daily attendance of blind and partially seeing children who are transported to special day classes or to other districts where specialized instruction is provided. For each school district or county superintendent of schools furnishing transportation for blind and partially seeing minors to special day classes or to other districts where specialized instruction is provided, under circumstances requiring the operation of vehicles exclusively for that purpose, the Superintendent of Public Instruction shall allow 75 percent of any expense in excess of $389, but the additional allowance shall not exceed $73 per unit of average daily attendance of such pupils.

Minimum Class Size

Education Code Section 6802.2 establishes the size of classes. The maximum size of any special day class authorized by subdivision (a) of Section 6802.1 is as follows:

Types of pupils in class	Ages 9 through 20 years
Blind	10
Partially Seeing	12
Combination of blind and partially seeing	10

Vocational Guidance and Orientation and Mobility Training

"Individual counseling and guidance in social and vocational matters shall be provided as part of the instructional program for physically handicapped pupils..." (Education Code Section 6818)

"The governing board of any school district, or the county superintendent of schools of any county, maintaining secondary schools may enter into contracts with the governing boards of other such school districts, or with a county superintendent of schools, and with any department or agency of the state to obtain or provide services and other assistance necessary in connection with occupational training, mobility training, sheltered workshops and work-experience programs." (Education Code Section 6933)

In addition, Education Code Section 18102.9(1)(e) provides that school districts and county superintendents of schools shall be given an allowance of $910 in average daily attendance for a series of special services including "individual instruction in mobility provided blind pupils under regulations prescribed by the State Board of Education..." or "for individual supplemental instruction in vocational arts, business arts, or homemaking for pupils..."

Instruction in orientation and mobility skills is an essential part of the education of visually handicapped students, especially blind students. As qualified mobility instructors become available, provision should be made for such instruction in the public schools.

Provision and Distribution of Materials and Equipment Available from the American Printing House for the Blind

Education Code Section 6821 provides that "the State Department of Education may cooperate with the American Printing House for the Blind in the provision and distribution of Braille books and other materials and equipment available from the American Printing House for the Blind for use of blind pupils in public schools of California under the provisions of an act entitled: "An act to amend the act to promote the education of the blind, approved March 3, 1879, as amended, so as to authorize wider distribution of books and other special instructional material for the blind, to increase the appropriations authorized for this purpose, and for other purposes," approved August 2, 1956 (Public Law 922, 84th Congress, 2d Session)."

Clearinghouse-Depository for the Visually Handicapped

Education Code Section 10301 provides that "the Superintendent of Public Instruction shall establish and maintain a central clearinghouse-depository for specialized textbooks, reference books, recordings, study materials, tangible apparatus, equipment and other similar items for the use of visually handicapped students enrolled in the public schools of California who may require their use as shall be determined by the State Board of Education..."

The Clearinghouse-Depository also coordinates the services of volunteer transcribers who prepare textbooks in braille, large print, and recorded media on requests of the schools. (Education Code Sections 10302-10303)

Special Materials Available From the State Library

The State Library, under the State Department of Education, is a depository for materials made available by the Library of Congress to the visually handicapped, and the physically handicapped, who are unable to read ordinary books. These materials include periodicals and books in braille and recorded form. The specialized materials are available for loan free of charge to eligible borrowers of all ages and are sent postage free to the reader and back to the library.

Reader Service for Blind College Students

The State Department of Rehabilitation provides reader assistance to selected college and university students who are not eligible for services from local public schools. To be eligible for these services the blind person must be entering or attending college or university in California and be working toward a diploma of graduation or a degree.

Code References

Authority to Make Special Provisions, "Physically Handicapped Minor" Defined

6801. Subject to the provisions of this article (commencing at Section 6801) and Section 8901 the governing board of any school district may make such special provisions as in its judgment may be necessary for the education of physically handicapped minors. "Physically handicapped minor," as used in this article (commencing at Section 6801) means a physically defective or handicapped person under the age of 21 years who is in need of education. (Amended by Stats. 1965, Ch. 1914.)

Minors Considered Physically Handicapped

6802. Any minor who, by reason of a physical impairment cannot receive the full benefit of ordinary education facilities, shall be considered a physically handicapped individual for the purposes of this chapter (commencing at Section 6801). Minors with speech disorders or defects shall be considered as being physically handicapped. Minors with physical illnesses or physical conditions which make attendance in regular day classes impossible or inadvisable shall be considered as being physically handicapped.
(Amended by Stats. 1967, Ch. 1580.)

6802.5 (Added by Stats. 1963, Ch. 2007. Effective until 91st day after final adjournment of 1965 Regular Session. Repealed by Stats. 1968, Ch. 217.)

Special Instruction in Public Schools and Employment of Personnel

6803. The Superintendent of Public Instruction shall promote and direct special instruction in the public schools for physically handicapped minors. He may employ such professional and other personnel as are necessary for this purpose, and may perform such other duties as are necessary to give full effect to this article (commencing at Section 6801).

Cross Reference: For duty of Director of Education to provide consultant services for hard of hearing children, see Sec. 264.

Prescription of Minimum Standards for Special Education; Effect of Failure to Comply

6804. The State Department of Education may prescribe minimum standards for the special education of physically handicapped minors. No apportionment of state funds shall be made by the Superintendent of Public Instruction to any school district on account of the instruction of physically handicapped minors unless the standards prescribed for the instruction are complied with.

Cross Reference: For size of classes allowed, see 5 California Administrative Code Secs. 191.5.

Residency for Furnishing of Education

6805. Any school district furnishing education to physically handicapped minors pursuant to this article (commencing with Section 6801) shall furnish such education to all such handicapped minors actually living within the district five or more days a week, although their legal residence may be outside the district.

Contracts with Other Districts of County Superintendent of Schools for Education

6806. Subject to the provisions of Section 8901 any school district which does not maintain facilities for the education of physically handicapped minors shall enter into a contract with a school district in the same county, or a county superintendent of schools maintaining such facilities. If there is no district in the same county or county superintendent of schools maintaining such facilities, the governing board of the school district shall enter into a contract with a school district maintaining such facilities in any other county. If the governing board of the district should determine the same to be more economical and practical, it may enter into a contract with a school district situated in another county, in lieu of entering into a contract with the county superintendent of schools or a school district in the county in which such district is situated.

If any question arises concerning the adequacy of the facilities provided for the education of physically handicapped minors by the school district in which the child is actually living, the parent or guardian of such child may appeal to the county superintendent of schools, and if the county superintendent of schools determines that the facilities offered are inadequate, he shall order the school district in which the child is actually living either to provide the facilities or enter into a contract with a school district maintaining adequate facilities.

Such contract shall provide for the payment of the cost of tuition by the district in which the physically handicapped minor actually lives and may provide for payment of the cost of the use of the buildings and equipment. The cost of tuition shall not be greater than the difference between current expenditures per unit of average daily attendance, including transportation, for the education of a pupil in the particular category of physically handicapped minors to which the pupil belongs and the apportionment of state funds for the education of physically handicapped minors in that category.

The amount shall be determined not later than the last Monday in December and the last Monday in May of each year by the county superintendent of schools of the county in which the child attends schools and certified to the superintendent of schools having jurisdiction over the schools of the school district in which the child actually lives. The amount shall be forthwith paid from any funds of the school district available for that purpose.
(Amended by Stats. 1959, Ch. 320, by Stats. 1965, Ch. 1914, and by Stats. 1968, Ch. 1335. Effective August 14, 1968).

Cross Reference: For provisions relating to education of physically handicapped, see Sec. 8901 et seq.

Regulations to Categorize Pupils into Elementary and Secondary Grades

6806.1. The Superintendent of Public Instruction shall adopt regulations (a) to prescribe the conditions under which the education of physically handicapped minors shall be the responsibility of either the elementary schools or the high schools maintained by school districts, and (b) to determine when such pupils who are in classes maintained by a school district, or a county superintendent of schools, shall be designated in elementary or secondary grades for attendance and state apportionment purposes.
(Added by Stats. 1965, Ch. 438.)

4. Ongoing Programs - Visually Impaired

Several community colleges provide special programs for the visually impaired. Following are two examples:

AMERICAN RIVER COLLEGE

For approximately ten years ARC has provided a modest amount of assistance to our visually handicapped students in the form of reader assistance and Brailling assistance. About three years ago Mrs. Kay Stewart assumed the task of special counselor to the visually handicapped. Within the framework of this program she procured from State money, some tape recorders, an increase in readers, and with District funds established a liaison program with the local high schools for the purpose of recruiting blind students. She works closely with the Voc-Rehab Department and their counselors for the visually handicapped. The program grew from one or two to about 11 visually handicapped. Total ADA remains about seven full-time, visually handicapped students.

This year we were able to assign a small room with cabinets for security purposes and tables and chairs to be used solely as a special study room for the visually handicapped. Included therein are special typewriters, a portable cassette for each student, several large tape recorders, and a fairly well-stocked supply of blind reading material, including an encyclopedia. Mrs. Stewart supervises this area and still maintains her regular counseling case load.

In the past two years she developed quite an unusual event. Our blind student club sponsors a field trip to various locations in the community for blind students from the local high schools. Due to the success of this program we are aware of the potential blind students who would eventually come to American River. It may be interesting to note that our campus is relatively flat and blind students take cane training on campus well ahead of registration.

PASADENA CITY COLLEGE

The visually handicapped students have been supervising the construction of a brailled map of the campus. Use of the map may be accompanied by orientation and mobility training secured through Cal State L.A. The map has expanded the use of the campus to blind students.

Taped, brailled and large print books are available to all visually handicapped students although their use has been limited because the current visually handicapped population is accustomed to using local braillers or taping services, so the coordinator has not had to frequently facilitate these procedures.

The occupational curricula of the college catalogue has been brailled and placed in visually handicapped classrooms at the feeder high schools and other agencies where potential college students may be found.

Tape recorders, a Perkins brailler, braille paper, a magnifying machine and a brailled dictionary are now available in the Office of Services to the Handicapped. Also, readers are recruited through the office. The visually handicapped students have found it useful as an information and study center and are often found there.

5. Resources - Special Equipment

Special equipment necessary for visually impaired students should include the following:

. Print magnifiers

. Braille materials - reference books, paper

. Variable speed tape recorders

. Large print publications

. Typewriters (large print)

. Talking book machines

. Visualtek - Read-Write system
Camera and monitor system

Resources:

. American Foundation for the Blind
15 West 16th Street
New York, New York 10011

- American Association of Workers for the Blind
  1511 K St. N.W., Suite 637
  Washington, D.C. 20005
- American Printing House for the Blind
  1839 Frankfort Ave.
  Louisville, Kentucky 40206
- Association for Education of the Visually Handicapped
  1604 Spruce St.
  Philadelphia, Pennsylvania 19103
- Books for the Blind
  Room 211, California State Library
  Library and Courts Building
  Sacramento, California 95809
- Division for the Blind California State Dept. of Social Welfare
  P.O. Box 8074
  2415 1st Avenue
  Sacramento, California 95818
- Braille Institute of America
  741 N. Vermont Avenue
  Los Angeles, California 90028

(Additional References in the Appendix)

SUMMARY – CHECK LIST

This book has attempted to provide a set of guidelines and reference materials to facilitate the development and implementation of special programs for physically handicapped students.

For your convenience, a check list of considerations is offered to provide a record of the steps that have been completed and those that require more consideration.

STEPS	FINDINGS	FURTHER ACTION NEEDED
I. Initial Interest A. Decision to Begin		
B. Assign Personnel to determine need		
C. Begin Investigation		

STEPS	FINDINGS	FURTHER ACTION NEEDED
II. Analysis of Community need A. Survey sources		
B. Determine populations		
C. Decision to continue		

STEPS	FINDINGS	FURTHER ACTION NEEDED
III. Assessment of Facilities and Services A. Architecture		
B. Library		
C. Classrooms D. Laboratories E. Parking F. Special Services G. Health Services H. Equipment		

STEPS	FINDINGS	FURTHER ACTION NEEDED
IV. Estimation of Income A. VEA Funds		
B. Special Education Funds		
C. Contributions		

STEPS	FINDINGS	FURTHER ACTION NEEDED
V. Estimation of Costs A. Personnel		
B. Equipment		
C. Modifications D. Pub. Relations E. Supplies F. Misc.		

STEPS	FINDINGS	FURTHER ACTION NEEDED
VI. Develop Program A. Objectives		
B. Procedures C. Materials		
D. Equipment E. Evaluation Procedures		

STEPS	FINDINGS	FURTHER ACTION NEEDED
VII. Obtain Approvals A. Dean		
B. Admin. Council		
C. Board		

STEPS	FINDINGS	FURTHER ACTION NEEDED
VIII. Go Ahead A. Recruitment of Student		
B. Recruitment of Personnel		
C. Begin Inst. D. Begin Services		

STEPS	FINDINGS	FURTHER ACTION NEEDED
IX. Pub. Relation A. Media Publicity		
B. Public Speaking		
C. Tours		

GLOSSARY OF TYPES OF HANDICAPS FOUND AMONG CHILDREN ENROLLED IN SCHOOLS FOR THE ORTHOPEDICALLY HANDICAPPED INCLUDING THE CEREBRAL PALSIED*

Achondroplasia: (a-kon-dro-pla'sia) Imperfect ossification within the cartilage of long bones; disease beginning in fetal life and producing a form of dwarfism. Also called chondrodystrophia foetalis and fetal rickets.

Amputee: Congenital or acquired loss of an extremity or portion thereof.

Anemia, Sickle-cell: A disease of red blood corpuscles and hemoglobin characterized by periodic crises with rapid and severe destruction of red blood cells often times with bleeding into the abdomen or bones and joint spaces.

Anomalies: Congenital deformity or abnormal development of organ, tissue or bone.

Cardiac: Pertaining to the heart - one afflicted with heart disease.

Congenital Cardiac Conditions:

Coarctation of the Aorta - An abnormal constriction or pinching in of the aorta, increasing the work the heart must do to send blood to the rest of the body.

Patent Ductus Arteriosus - An open passageway between the aorta and the pulmonary artery.

Septal Defect - An abnormal opening in the wall (septum) that divides the heart into left and right sides.

Tetralogy of Fallot - A combination of four defects which results in poor oxygenation of the blood. Commonly referred to as "blue babies."

Valvular Stenosis - Narrowing of a heart valve.

Cerebral Palsy: A group of conditions resulting from brain dysfunction disturbance and having a disorder of muscle control in common. The following are some of the more common types.

Spastic - Characterized by hypercontractility and hyperirritability of a muscle when stretched. Lesion is primarily in the pyramidal tract area. Comprise about 45% of the cerebral palsies.

Athetoid - Characterized by general involuntary motion, varying in degree between individuals. Lesion is in the basal ganglion (extra pyramidal tract) area. Comprise about 24% of the cerebral palsies.

Ataxic - Reflect lack of kinesthetic sense, poor balance and coordination. Lesion in the cerebellum. Comprise about 11% of the cerebral palsies.

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* The glossary has been primarily limited to terms less frequently encountered in public school programs for children who are orthopedically handicapped.

Rigidity - There is interference with the posture tone and is characterized by a "lead pipe" resistance in the joints because of agonist and antagonist muscles. Lesion is primarily in the basal ganglion.

Tremor - Whole body shows involuntary vibrating movements of irregular nature. Lesion also primarily in the basal ganglion area. (Combinations of any of the above are possible and quite common.)

Chorea: (ko-re'a) A nervous affection marked by muscular twitching. Occurs mostly in children. Generally considered to be a manifestation of rheumatic fever. Known also as Sydenham's chorea (St. Vitus' dance).

Diabetes: A condition in which the pancreas is unable to secrete insulin thus causing the body to be unable to either use or store sugar.

Dwarfism: Congenital abnormally short person.

Encephalitis: A group of infectious diseases of the central nervous system, characterized by inflammation of the brain tissues. Caused by a virus, there are initial symptoms of fever, weakness, double vision and possible emotional disturbance. Most patients become lethargic or sleepy at the beginning and remain this way during the acute stages. Patient is frequently left permanently disabled with either mental retardation, emotional disturbance, palsy, incoordination, etc.

Epilepsy: A symptom (not a disease) of electro-chemical activity of the discharging cells of the brain (Idiopathic epilepsy) when cause is unknown and brain damage is not indicated. (Symptomatic or organic epilepsy) when brain damage is indicated as a result of encephalitis, injury, tumor, etc. The following are descriptions of most common clinical manifestations.

Grand Mal - Seizure may be preceded by an aura, patient falls, then violent twitching, loss of consciousness and possible loss of sphincter control.

Jacksonian March - A focal seizure, starts on one part of the body and develops to effect entire body with twitching and loss of consciousness.

Petit Mal - Small seizure. Consciousness lost for a few seconds with twitching of face muscles, eyelids. Onset at 3 to 10 years with a tendency to stop at adolescence.

Psychomotor - Characterized by bizarre, purposeless behavior.

Erb's Palsy: (or paralysis) Paralysis of a group of muscles of the shoulder and upper arm. Arm hangs limp, hand rotates inward, and normal movements are lost.

Friedreich's Ataxia: A familial progressive degeneration of the nervous system. Symptoms depend upon the area(s) of nervous system involved.

Hemophilia: (hem-o-fil'i-a) A hereditary blood condition transmitted by females, who are not generally affected by it, and, in severe form, occurring, exclusively in males. Inability of the blood to coagulate. Abnormal tendency to bleed.

Hydrocephalus: (hi-dro-sef'al-us) Abnormal growth of the head usually due to obstruction of the normal circulation of the cerebrospinal fluid.

Meningitis: (men-in-ji'tis) Inflammation of the membranes of the brain or spinal cord.

Multiple Sclerosis: Destructive lesions involving the nervous system resulting in progressive paralysis.

Muscular Dystrophy: A familial degenerative disease of muscle.

Myelomeningocele: (mi'el-o-men-in'go-sel) Spina bifida with a portion of the spinal cord and covering membranes protruding to the surface of the skin.

Osgood-Schlatters: A destructive process involving the tibial tubercle (bony prominence just below the knee cap); healing occurs over a period of months.

Osteogenesis Imperfecta: (os'te-o-jen'es-is) A congenital inherited bone disorder resulting in recurring fractures.

Parthes' Disease: (par'tas) A condition resulting in transient destructive changes in the bone at head of femur with possible resulting deformity. (Legg-Parthes Disease).

Rheumatoid Arthritis: A chronic joint disease with destructive changes in the joint, cartilage and synovial membrane.

Rheumatic Fever: Caused by a streptococcal infection may result in valve damage. During convalescence, bed care is usually indicated over a period of several months.

Spina Bifida: (spi'nah, bif'ida) A congenital defect of the spine, involving a failure of development of the bony spinous processes, may be associated with a meningomyalocele.

From: "Vocabulary of Terms for Orthopedically Handicapped" California State College, Los Angeles Education 488XY.

SELECTED VOCABULARY OF TERMS RELATING TO VISION

Accommodation: The adjustment of the eye for seeing at different distances, accomplished by changing the shape of the crystalline lens through action of the ciliary muscle, thus focusing a clear image on the retina.

Astigmatism: Refractive error which prevents the light rays from coming to a single focus on the retina because of different degrees of refraction in the various meridians of the eye.

Cataract: A condition in which the crystalline lens of the eye, or its capsule, or both, become opaque, with consequent loss of visual acuity.

Concave Lens: Lens having the power to diverge parallel rays of light; also known as diverging, reducing, negative, myopic, or minus lens, denoted by the sign — .

Convex Lens: Lens having power to converge parallel rays of light and to bring them to a focus; also known as converging, magnifying, hyperopic, or plus lens, denoted by the sign + .

Cornea: Clear, transparent portion of the outer coat of eyeball forming front of aqueous chamber.

Diopter: Unit of measurement of strength or refractive power of lenses.

Focus: Point to which rays are converged after passing through a lens; focal distance is the distance rays travel after refraction before focus is reached.

Glaucoma: Increased pressure inside the eye; "hardening of the eyeball," caused by accumulation of aqueous fluid in the front portion.

Iris: Colored, circular membrane, suspended behind the cornea and immediately in front of the lens. The iris regulates the amount of light entering the eye by changing the size of the pupil.

Lens: A refractive medium having one or both surfaces curved.

Myopia: Nearsightedness. A refractive error in which, because the eyeball is too long in relation to its focusing power, the point of focus for rays of light from distant objects (parallel light rays) is in front of the retina. Thus, to obtain distinct vision, the object must be brought nearer to take advantage of divergent light rays (those from objects less than 20 feet away).

Nystagmus: An involuntary, rapid movement of the eyeball; it may be lateral, vertical, rotary, or mixed.

Oculist or Ophthalmologist: A physician--an M.D.-- who specializes in diagnosis and treatment of defects and diseases of the eye, performing surgery when necessary or prescribing other types of treatment, including glasses.

Optician: One who grinds lenses, fits them into frames, and adjusts the frames to the wearer.

Optometrist: A licensed, nonmedical practitioner, measures refractive errors--that is, irregularities in the size or shape of the eyeball or surface of the cornea--and eye muscle disturbances. In his treatment, the optometrist uses glasses, prisms, and exercises only.

Refraction:

1. Deviation in the course of rays of light in passing from one transparent medium into another of different density.

2. Determination of refractive errors of the eye and correction by glasses.

Refractive Error: A defect in the eye that prevents light rays from being brought to a single focus exactly on the retina.

Retina: Innermost coat of the eye, formed of sensitive nerve fibers and connected with the optic nerve.

Retrolental Fibroplasia: A disease of the retina in which a mass of scar tissue forms in back of the lens of the eye. Both eyes are affected in most cases and it occurs chiefly in infants born prematurely who receive excessive oxygen.

Snellen Chart: Used for testing central visual acuity. It consists of lines of letters, numbers or symbols in graded sizes drawn to Snellen measurements. Each size is labeled with the distance at which it can be read by the normal eye. Most often used for testing vision at distance of 20 feet.

Strabismus: Squint; failure of the two eyes simultaneously to direct their gaze at the same object because of muscle imbalance.

Trachoma: A form of infectious kerato--conjunctivitis caused by a specific virus which in the chronic form produces severe scarring of the eyelids and cornea.

From: "Vocabulary of Terms Relating to the Eye:
National Society for Prevention of Blindness

Deaf and Hard of Hearing
Terminology

The Deaf - Those in whom the sense of hearing is non-functional for the ordinary purposes of life. This general group is made up of two distinct classes based entirely on the time of the loss of hearing.

The congenitally deaf: Those who were born deaf.
The adventitiously deaf: Those who were born with normal hearing but in whom the sense of hearing became non-functional later through illness or accident.

The Hard of Hearing: Those in whom the sense of hearing, although defective, is functional, with or without a hearing aid.

Hearing Impaired: Generally refers to the malfunction of the auditory mechanism.

Deafness: Generally implies severe or complete loss of hearing

Pre-lingual Deafness: Deafness that occurs before language has developed, usually after the age of three years.

Post-lingual Deafness: Deafness that occurs after language has developed, usually after the age of three years.

Oral Method: Refers to the instructional methodology which uses speech, speechreading, and auditory training and reading as sensory approaches in educating deaf children.

Rochester method: Refers to the instructional methodology which uses speech, speechreading, auditory training, reading and fingerspelling as sensory approaches in educating deaf children.

(Audiological)

Audiology: A specialized field which embraces the sciences relative to the study of individuals in terms of the normal and abnormal aspects of hearing.

Audiologist: A person specially trained in the science of hearing who can make audiometric tests, and contributes to the educational and rehabilitative needs of individuals.

Audiometer (pure tone): An electronic instrument which produces accurately controllable frequencies and intensities of pure tones that are used to measure a person s ability to hear.

Audiogram: A graphic chart or record of the measurement of hearing for air conduction (AC) and bone conduction (BC). The vertical lines on the graph represent the frequencies, while the horizontal lines represent changes in intensity or loudness.

Accoustics: The science of sound, which includes sound reproduction, transmission of sound and the effects of sound on individuals.

Air Conduction: Refers to the normal way in which most people hear; air-borne sounds reach the brain by the external, middle and inner ear.

Ambient Noise: Extraneous sound from environmental surroundings.

Auditory Training: An educational method used in teaching individuals with loss of hearing to take full advantage of the sound clues which are still available to them. This method is usually used in conjuction with a hearing aid which provides the appropriate amplification of sound.

Binaural: Relating to or used by both ears.

Bone Conduction: Refers to the manner in which sound waves are transmitted to the hearing mechanism through the bones of the skull, by-passing the middle ear.

Decibel: An arbitrary ratio used to express the relationship of one sound intensity to another. 0 bd is considered to be the faintest sound that can be heard by a normal hearing person. 140 db is considered to be the pain level in the normal ear. 140 db of sound exerts a pressure 10 million times as great as 0 db.

Hearing: The process, function or power of perceiving sound; the special sense by which noises and tones are received as stimuli through a characteristic end organ, the ear.

Hearing Aid: An electronic device which amplifies sound. The receiver of the aid may be worn in the ear (air conduction aid) or on the mastoid bone area (bone conduction aid) depending upon the type of hearing loss.

Hearing Threshold: The recognized minimum intensity of a given tone which is just perceptible to the individual being tested, 50% of the time.

Tolerance: The intensity at which sound becomes uncomfortable or painful.

Intensity of Sound: The property of sound which can be measured in decibels (DB) by physical means.

Frequency of Sound: The number of cycles per second of a sound wave, usually abbreviated cps.

Discrimination: Understanding or perceiving what we hear.

Localization: The ability to locate or define the source of a sound regarding direction.

Conductive Hearing Loss: The type of hearing loss caused by a plugging of the external ear canal, restriction of the free movement of the eardrum or restriction of the movement of the bones in the middle ear (See Perceptive Hearing or Nerve Loss).

Free Field Testing: Either live voice, recorded voice or sounds are projected through a loudspeaker instead of through the headphones on the ears of the person being tested. (Used in a clinical setting to test children wearing hearing aids.)

Monaural: Relating to or used by one ear.

Noise: A scramble of many frequencies that may or may not stand in any simple numerical relation to one another.

Masking: The introduction of controlled sound through the audiometer to prevent an individual from hearing the test tone in the ear opposite the one being tested.

Pure Tone: A continuous sound of a single frequency; a tone not accompanied by overtones of other sounds. (An audiometer is calibrated to give out pure "C" tones at octaves from 125 through 800 cycles per second.)

Recruitment: The sudden building up of the sensation of loudness. A patient with recruitment may just barely hear a sound when it is slightly above threshold but hears the sound at full or normal loudness at levels 15 to 20 db above his threshold. The effect upon the individual is a sudden, and may be severe, increase in sound pressure.

Receiver (Air conduction): An earphone which transforms electrical energy into sound waves.

Receiver (Bone conduction): A magnetic receiver designed to vibrate its case against the mastoid bone area instead of setting up sound waves in the air.

Spondee Words: Familiar words of two syllables which equal stress on each syllable.

PB Word Lists: Phonetically balanced groups of monosyllables (words) such as rise, bar, slip, etc., which are used for articulation tests.

Speech Reception Threshold: The intensity level at which a listener can correctly understand 50% of selected spondee words. A frequent abbreviation for this is SRT.

This list was provided by the Division of Special Education, San Fernando Valley State College, Northridge, California 91324.

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1971-1972

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Following are names and addresses of public and private agencies concerned with exceptional children. This list was compiled by the Council for Exceptional Children (CEC), 1411 South Jefferson Davis Highway, Arlington, Va. 22202. CEC's permission was granted to publish this list.

ACTION for Brain-Injured Children
Osceola, Wisconsin 54020

Alexander Graham Bell Association for the Deaf, Inc.
1537 35th Street, N.W.
Washington, D.C. 20007

American Academy for Cerebral Palsy
University Hospital School
Iowa City, Iowa 52240

American Academy of Pediatrics
1801 Hinman Ave.
Evanston, Illinois 60204

American Association for Gifted Children
15 Gramercy Park
New York, New York 10003

American Association for Health, Physical Education, and Recreation
1507 M Street, N.W.
Washington, D.C. 20036

American Association for Rehabilitation Therapy
P.O. Box 93
North Little Rock, Arkansas 72116

American Association of Psychiatric Clinics for Children
250 W. 57th Street, Room 1032
Fish Building
New York, New York 10019

American Association of Workers for the Blind, Inc.
1511 K Street, N.W., Suite 637
Washington, D.C. 20005

American Association on Mental Deficiency
5201 Connecticut Ave., N.W.
Washington, D.C. 20015

American Foundation for the Blind
15 W. 16th Street
New York, New York 10011

American Heart Association, Inc.
44 E. 23rd Street
New York, New York 10010

The American Legion
National Child Welfare Division
P.O. Box 1055
Indianapolis, Ind. 46206

The American Nurses' Association, Inc.
10 Columbus Circle
New York, New York 10019

American Occupational Therapy Association, Inc.
251 Park Avenue South
New York, New York 10010

American Orthopsychiatric Assn, Inc.
1790 Broadway, New York, New York 10019

American Physical Therapy Association
1740 Broadway
New York, New York 10019

American Printing House for the Blind
1839 Frankfort Ave.
Louisville, Ky. 40206

American Psychiatric Association
1700 18th Street, N.W.
Washington, D.C. 20009

American Psychological Association
1200 17th Street, N.W.
Washington, D.C. 20036

American Public Health Assn., Inc.
1740 Broadway
New York, New York 10019

American Rehabilitation Counseling Assn.
of the American Personnel and Guidance
Assn.
1607 New Hampshire Ave., N.W.
Washington, D.C. 20009

American Schizophrenia Foundation
305 South State St.
Ann Arbor, Michigan
48108

The American Speech and Hearing Association
9030 Old Georgetown Road
Washington, D.C. 20014

Association for Children with Learning
Disabilities
2200 Brownsville Road
Pittsburgh, Pa. 15210

Association for Education of the Visually
Handicapped
1604 Spruce Street
Philadelphia, Pa. 19103

Association for the Aid of Crippled Children
345 East 46th Street
New York, New York 10017

Boy Scouts of America
U.S. Rt. 1 and 130
New Brunswick, New Jersey 08903

Child Study Association of America
9 E. 89th Street
New York, New York10028

Child Welfare League of America, Inc.
44 East 23rd Street
New York, New York 10010

Closer Look
Box 1492
Washington, D.C. 20012

Conference of Executives of American
Schools for the Deaf
C/O Dr. Howard M. Quigley
5034 Wisconsin Ave., N.W.
Washington, D.C. 20016

The Convention of American Instructors
of the Deaf
C/O Dr. Howard M. Quigley
Executive Secretary
5034 Wisconsin Ave., N.W.
Washington, D.C. 20016

The Council for Exceptional Children
1411 South Jefferson Davis Hwy.
Suite 900
Arlington, Virginia 22202

Council of Organizations Serving
the Deaf
4201 Connecticut Ave., N.W.
Suite 210
Washington, D.C. 20008

Council on Education of the Deaf
C/O Dr. George T. Pratt, President
Clarke School for the Deaf
Northampton, Mass. 01060

Epilepsy Foundation of America
Suite 1116, 733 15th Street, N.W.
Washington, D.C. 20005

Family Service Association of America
44 East 23rd Street
New York, New York 10010

Girl Scouts of the United States
of America
830 3rd Ave.
New York, New York 10022

Goodwill Industries of America, Inc.
9200 Wisconsin Ave.
Washington, D.C. 20014

Human Growth, Inc.
307 5th Ave.
New York, New York 10016

Indoor Sports Club
3445 Trumbull Street
San Diego, California 92106

Information Center-Recreation for the
Handicapped
Outdoor Laboratory, Little Grassy
Southern Illinois University
Carbondale, Illinois 62901

International Association for the
Scientific Study of Mental Deficiency
Harperbury Hospital
St. Albans, Herts, England

International Association of Rehabilitation
Facilities
7979 Old Georgetown Road
Bethesda, Maryland 20014

International League of Societies for the
Mentally Handicapped
12, Rue Forestiere
1050 Brussels, Belgium

International Scoeity for Rehabilitation
of the Disabled
219 E. 44th Street
New York, New York 10017

Joseph P. Kennedy, Jr. Foundation
719 13th Street, N.W., Suite 510
Washington, D.C. 20005

Library of Congress
Division for the Blind and Physically
Handicapped
1291 Taylor Street, N.W.
Washington, D.C. 20542

Muscular Dystrophy Association of
America, Inc.
1970 Broadway,
New York, New York 10019

The National Association for Gifted Children
8080 Springvalley Dr.
Cincinnati, Ohio 45236

The National Association for Mental Health, Inc
Suite 1300, 10 Columbus Circle
New York, New York 10019

National Association for Music Therapy, Inc.
Box 610
Lawrence, Kansas 66055

National Association for Retarded
Children
2709 Ave. E East
Arlington, Texas 76010

The National Association of Coordinators
of State Programs for the Mentally
Retarded
Suite 802, Crystal City Plaza #1
2001 Jefferson Davis Highway
Arlington, Virginia 22202

National Association of the Deaf
905 Bonifant Street
Silver Spring, Maryland 20910

National Association of Hearing and
Speech Agencies
919 18th Street, N.W.
Washington, D.C. 20006

National Association of Social Workers
2 Park Ave.
New York, New York 10016

National Association of State Directors
of Special Education
C/O Les Brinegar
Assoc. Superintendent, Chief, Div. of
Special Education
State Dept. of Education
Sacramento, California 95814

The National Association of Training
Schools and Juvenile Agencies
C/O Windell W. Fewell
Exec. Secretary-Treasurer
5256 N. Central Ave.
Indianapolis, Indiana 46220

National Catholic Educational Assn.
Special Education Dept.
4472 Lindell Blvd.
St. Louis, Mo. 63108

National Council on Crime and
Delinquency
44 E. 23rd Street
New York, New York 10010

The National Easter Seal Society for
Crippled Children and Adults
2023 West Ogden Ave.
Chicago, Illinois
60612

National Epilepsy League, Inc.
222 N. Michigan Ave.
5th Floor
Chicago, Illinois 60601

The National Foundation-March of Dimes
800 2nd Ave.
New York, New York 10017

National Health Council, Inc.
1740 Broadway
New York, New York 10019

National Multiple Sclerosis Society
257 Park Avenue South
New York, New York 10010

National Paraplegia Foundation
333 North Michigan Avenue
Chicago, Illinois 60601

National Rehabilitation Assn.
1522 K Street, N.W.
Washington, D.C.
20005

National Society for Autistic Children
621 Central Avenue
Albany, New York 12206

National Society for Low Vision People, Inc.
2346 Clermont
Denver, Colorado 80207

National Therapeutic Recreation Society
C/O National Recreation and Park Assn.
1700 Pennsylvania Ave., N.W.
Washington, D.C. 20006

Office of Child Development
400 6th Street, S.W.
Washington, D.C. 20013

Pan American Health Organization
Pan American Sanitary Bureau
Regional Office of the World Health Organization
525 23rd St., N.W.
Washington, D.C. 20037

Porter Sargent Publisher
11 Beacon Street
Boston, Massachusetts 02108

The President's Committee on Employment of the Handicapped
U.S. Department of Labor
Washington, D.C. 20210

President's Committee on Mental Retardation
Washington, D.C. 20201

Secretary's Committee on Mental Retardation
Department of Health, Education, and Welfare
Office of the Secretary
4513 North Building
330 Independence Avenue
Washington, D.C. 20201

Social and Rehabilitation Service
Assistance Payments Administration
330 C St., S.W., Rm 4006
South Bldg.
Washington, D.C. 20201

Social and Rehabilitation Service
Office of Research, Demonstrations, and Training
330 C St., S.W., Rm 5054
South Bldg.
Washington, D.C. 20201

Social and Rehabilitation Service
Rehabilitation Services Administration
330 C Street, S.W. Room 3024
South Bldg.
Washington, D.C. 20201

United Cerebral Palsey Assn, Inc.
66 E 34th St.
New York, New York 10016

U.S. Department of Health, Education, and Welfare
Washington, D.C. 20202

U.S. Office of Education
Bureau of Adult, Vocational and Technical Education
7th and D Streets, S.W.
Room 5050
Washington, D.C. 20202

U.S. Office of Education
Bureau of Education for the Handicapped
7th and D St., S.W.
Washington, D.C. 20202

U.S. Office of Education
Bureau of Libraries and Educational
Technology
7th and D Streets, S.W.
Room 4624
Washington, D.C. 20202

U.S. Public Health Service
Health Services and Mental Health
Administration
National Institute of Mental Health
5454 Wisconsin Ave.
Chevy Chase, Maryland 20015

U.S. Public Health Service
National Institutes of Health
9000 Rockville Pike
Bethesda, Maryland 20014

Western Interstate Commission for Higher
Education
Special Education and Rehabilitation
Program
30th St.
University East Campus
Boulder, Colorado 80302

"REHAB" FIELD OFFICES

Department of Rehabilitation, Human Relations Agency, State of California, is centered at 714 P Street, Sacramento, California 95814. This Department of Rehabilitation maintains district centers and branch offices throughout the state.

A close liaison should be maintained with "Rehab" personnel whose services include referral of potential handicapped students, vocational testing and in some instances, student equipment.

A directory of "Rehab" district centers (underlined) and branch offices (exclusive of alcoholic clinics) follows:

DIRECTORY OF FIELD OFFICES

Anaheim: 421 N. Brookhurst (Suite 124) 92801 (635-5500)

Auburn: 1240 High Street (Room 4-D) 95603 (885-4377)
Bakersfield: 520 Kentucky Street (Room 4) 93305 (323-2911)
Belmont: 490 El Camino Real (Suite 209) 94002 (592-5840)
Chico: 219 Wall Street 95926 (343-7984)
Crescent City: 977 Northcrest Drive 95531 (464-6321)

Downey: 11414 Old River School Road 90241 (861-6721)

El Centro: 1681 W. Main Street (Suite 323) 92443 (353-1350)
Eureka: 619 Second Street 95501 (443-8641)
Fremont: 37311 Fremont Blvd. 94536 ( )

Fresno:
2550 Mariposa Street (Room 2000) 93721 (488-5061)

Service Center - East: 3035 E. Belmont Avenue 93701 (488-5358)
- West: 2555 S. Elm Avenue 93706 (488-5200)
Workshop: 1940 H Street 93721 (488-5445)
Hayward: 22245 Main Street (Suite 102) 94541 (582-1900)
Indio: 44-075-C Jackson Street 92201 (347-1490)
Laguna Niguel: 27635 Forbes Road (Suite H) 92677 (831-0410)

Long Beach: 230 E. Fourth Street 90812 (437-0431)

Los Angeles:
107 S. Broadway (Room 7005) 90012 (620-4658)

720 N. Western Avenue 90029 (463-8126)
1494 S. Robertson Blvd. 90035 (273-4302)

10925 S. Central Avenue 90059 (567-1151)

6060 Manchester Blvd. 90045 ( )
East L.A. Service Center: 929 N. Bonnie Beach Place 90063 (264-5100)

Merced: 725 W. 18th Street (Suite 8) 95340 (723-3741)
Modesto: 920 12th Street (Room 406) 95354 (524-4493)
Napa: 1712 Jefferson Street (Unit 4) 94558 (255-2065)

Oakland:
1111 Jackson Street (Room 5002) 94607 (464-0727)

103 E. 14th Street 94606 (464-1384)
Oceanside: 139 Canyon Drive (Suite D) 92054 (757-6724)
Ontario: 1006 W. 4th Street 91762 (983-9527)
Palo Alto: 445 Sherman Avenue (Suite 1) 94306 (327-0520)

Pasadena: 711 E. Walnut Street (Room 401) 91101 (681-2435)

Pittsburg: 27 Columbia Circle 94565 (439-9111)

Pleasant Hill: 2285 Morello Avenue 94523 (689-3010)

Redding: 2135 Akard Avenue 96001 (243-1723)
Richmond: Service Center: 217 10th Street 94801 (237-5500)
Riverside: 6848 Magnolia Avenue (Suite 5) 92506 (682-3661)

Sacramento: 923 Twelfth Street (Room 301) 95814 (445-6011)

Salinas: 21 W. Laurel Drive (Suite V) 93901 (449-5408)

San Bernardino: 303 W. 3rd Street (Room 100) 92401 (888-9247)

San Bruno: 600 El Camino Real 94066 (589-7762)

San Diego:
1350 Front Street (Room 4053) 92101 (232-4361, ext. 354)

Service Center: 4235 National Avenue 92113 (262-0841, ext. 211)

San Francisco:
515 Van Ness Avenue 94102 (557-1200)

Langley Porter: 1429 Fourth Avenue 94122 (564-6231)
Service Center: 1425 Turk Street 94115 (557-1817)

San Jose:
935 Ruff Drive 95110 (286-6200)

East San Jose: 1575 E. Santa Clara Street 95116 (258-7981)
San Luis Obispo: 1025 Pacific Street (Suite A) 93401 (543-7661)
San Rafael: 1299 Fourth Street 94901 (453-6671)
Santa Ana: 1619 W. 17th Street (Room 1) 92706 (835-4071)

Santa Barbara: 411 E. Canon Perdido Street (Room 10) 93101 (963-4351)

Santa Cruz: 900 Center Street 95060 (426-4077)

Santa Maria: 106-C E. Boone Street 93454 (922-1719)

Santa Rosa: 2240 Professional Drive 95401 (542-6836)

Stockton: 31 E. Channel Street (Room 213) 95202 (464-8301)

Torrance: 3122 Pacific Coast Highway 90505 (534-1522) (Until 4-30-72)

Vallejo: 1814 Capitol Street 94590 (643-1761)

Van Nuys:
District: 6931 Van Nuys Blvd. 91405 (873-1525)

Branch: 6850 Van Nuys Blvd. (Suite 305) 91405 (873-4521)
Venice: Service Center: 3244 S. Lincoln Blvd. 90290 (392-4811, ext. 226)
Ventura: 168 N. Brent Street (Suite 101) 93003 (643-2204)
Visalia: 113 N. Church Street (Room 510) 93277 (734-8161)
West Covina: 1107 S. Glendora Blvd. 91790 (338-5528)
Whittier: 13215 E. Penn Street (Suite 430) 90602 (698-8381)
Woodland: 170 W. Beamer Street 95695 (666-8330)
Yuba City: 481 Ainsley Avenue 95991 (742-8253)

PROGRAMS AND SERVICES FOR THE HANDICAPPED, AS DEFINED

Approximately $500,000 has been set aside for funding proposals especially designed to provide programs for mentally and/or physically handicapped persons as defined in the California State Plan for Vocational Education, 1971.

Project proposals falling under this category must meet the funding priorities and the policy constraints already cited. Furthermore, the identification of such proposals must be clearly discernible in the statement of the project purpose.

DISTRICT PLAN FOR VOCATIONAL EDUCATION

All proposals for which funding is requested from the augmented funds shall be included in the district plan for vocational education. (That portion of the application which follows the outline of Form VE-4.1b will be considered as an amendment to the district plan.)

MATCHING REQUIREMENTS

Funds may be requested up to 100 percent of the excess costs of the proposed project with the exception of equipment. Equipment must reflect a 100 percent matching effort by the district.

Excess costs will be considered to be those expenditures over and above:

(a) The revenue received through state aid which is specifically generated by the special program or service

(b) Any income, public or private, generated by the project (such as donations and funds from state and federal sources)

NOTE: The extent of district funds involved in the proposal must be clearly delineated.

VOCATIONAL EDUCATION AMENDMENTS
OF 1968
RULES AND REGULATIONS
SELECTED SECTIONS RELATED TO
VOCATIONAL EDUCATION FOR THE HANDICAPPED

102.3(i) "Disadvantaged persons means persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such handicaps, and who for that reason require specially designed educational programs or related services. The term includes persons whose needs for such programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons (as defined in paragraph (o)) unless such persons also suffer from the handicaps described in this paragraph.

102.3(o) "Handicapped persons" means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a vocational or consumer and homemaking education program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program.

102.4(b) Objective of instruction. (1) Vocational instruction shall be designed to:

(i) Instruction related to the occupation or occupations for which the students are in training; that is, instruction which is designed upon its completion to fit individuals for employment in a specific occupation or a cluster of closely related occupations in an occupational field, and which is especially and particularly suited to the needs of those engaged in or preparing to engage in such occupation or occupations. Such instruction shall include classroom related academic and technical instruction and field, shop, laboratory, cooperative work, apprenticeship, or other occupational experience and may be provided either to

(a) Those preparing to enter an occupation upon the completion of the instruction, or
(b) Those who have already entered an occupation but desire to upgrade or update their occupational skills and knowledge in order to achieve stability or advancement in employment.

(ii) Instruction for vocational students to benefit from instruction described in subdivision (i); that is, remedial or other instruction which is designed to enable individuals to profit from instruction related to the occupation or occupations for which they are being trained by correcting whatever educational deficiencies or handicaps prevent them from benefiting from such instruction.

(3) Pre-technical vocational instruction with the objective specified in subparagraph (b)(1)(ii) shall include instruction of the type described in subparagraph (2) of this paragraph, except that such instruction need not be designed to fit individuals for employment in a specific occupation, but must be primarily designed to prepare individual for enrollment in advanced to highly skilled postsecondary and technical education programs having the objective specified in subparagraph (b)(1)(i) of this section. It shall not include instruction which is primarily designed to prepare individuals for higher education or for professional training of the type described in paragraph (c)(2) of this section, and which is only incidentally designed for individuals preparing for technical education.

(4) Pre-vocational instruction with the objective specified in subparagraph (b)(1)(ii) shall include instruction designed to familiarize individuals with the broad range of occupations for which special skills are required and the requisite for careers in such occupations.

102.5(b) Vocational instruction under contract.

Arrangements with private post-secondary vocational training institutions.

(1) Postsecondary vocational instruction provided in other than public institutions may be provided only through arrangements with private postsecondary vocational training institutions entered into pursuant to paragraph (a) where the State board or local educational agency determines that such private institutions can make a significant contribution to attaining the objectives of the State plan, and can provide substantially equivalent training at a lesser cost, or can provide equipment or services not available in public agencies or institutions.

(2) For purposes of this paragraph, a "private postsecondary vocational training institution" means a private business or trade school, or technical institution or other technical vocational school providing postsecondary education in any State which meets the requirements set forth in subparagraph (A) through (D) of section 108(11) of the Act. A list of such institutions meeting the requirements of this subparagraph may be obtained upon request from the Division of Vocational and Technical Education, Office of Education, Washington, D.C. 20202.

102.6 Vocational Education for disadvantaged or handicapped persons.

(a) Vocational education for disadvantaged or handicapped persons supported with funds under Section 102(a) or (b) of the Act shall include special educational programs and services designed to enable disadvantaged or handicapped persons to achieve vocational education objectives that would otherwise be beyond their reach as a result of their handicapping condition. These programs and services may take the form of modifications of regular programs, special educational services which are supplementary to regular programs, or special vocational education programs designed only for disadvantaged or handicapped persons.

Examples of such special educational programs and services include the following: special instructional programs or pre-vocational orientation programs where necessary, remedial instruction, guidance, counseling and testing services, employability skills training, communications skills training, special transportation facilities and services, special educational equipment, services, and devices, and reader and interpreter services.

(b) Funds available for vocational education for disadvantage or handicapped persons may not be used to provide food, lodging, medical, and dental services and other services which may be necessary for students enrolled in such programs but which are not directly related to the provision of vocational education to such students. However, the State board or local educational agency conducting such programs shall encourage the provision of such services through arrangements with other agencies responsible for such services.

(c) To the extent feasible, disadvantaged or handicapped persons shall be enrolled in vocational education programs designed for persons without their handicapping condition. Educational services required to enable them to benefit from such programs may take the form of modifications of such programs or of supplementary special educational services. In either case, funds available for vocational education for disadvantaged or handicapped persons may be used to pay that part of such additional cost of the program modifications or supplementary special educational services as is reasonably attributable to disadvantaged or handicapped persons.

(d) If certain disadvantaged or handicapped persons cannot benefit from regular vocational education programs to any extent, even with modifications thereto or with the provision of supplementary special educational services, then these persons shall be provided with special programs of vocational instruction which meet the standards and special programs of regular vocational education programs set forth 102.4 and which, in addition, include such special instructional devices and techniques and such supplementary special educational services as are necessary to enable those persons to achieve their vocational objective. In these cases, funds available for vocational education for the disadvantaged or the handicapped may be used to pay that part of the total cost of the instructional program and supplementary special educational services that are reasonably attributable to the vocational education of disadvantaged or handicapped persons.

(e) Vocational education programs and services for disadvantaged or handicapped persons shall be planned, established, administered, and evaluated by State boards and local educational agencies in consultation with advisory committees which include representatives of such persons in cooperation with other public or private agencies, organizations, and institutions having responsibility for the education of disadvantaged or handicapped persons in the area or community served by such programs or services, such as community agencies, vocational rehabilitation agencies, special education departments of State and local educational agencies, and other agencies, organizations, and institutions, public or private, concerned with the problems of such persons.

102.9 Training of Personnel

(a) General. The State board shall provide for such training (both preservice and inservice) as is necessary to provide qualified personnel meeting the requirements of the State plan pursuant to 102.38. Such training shall be sufficient to provide an adequate supply of qualified teachers and other personnel, including those capable of meeting the special educational needs of disadvantaged and handicapped persons in the State.

(c) Eligibility of enrollees. Training of personnel pursuant to paragraph (a) of this section shall be offered only to persons who are teaching or are preparing to teach vocational education students or consumer and homemaking students or who are undertaking or are preparing to undertake other professional or semiprofessional duties and responsibilities in connection with vocational education programs or consumer and homemaking programs under the State plan to whom such education would be useful professionally.

102.22 Membership

The membership of the State advisory council shall exclude members of the State board, and shall include:

(h) At least one person with special knowledge, experience or qualifications, with respect to the special educational needs of physically or mentally handicapped persons;

102.35 State Administration and Leadership

(a) Adequate State board staff. The State board shall provide for a State staff sufficiently qualified by education and experience and in sufficient numbers to enable the State board to plan, develop, administer, supervise, and evaluate vocational education programs, services, and activities under the State plan to the extent necessary to assure quality in all education programs which are realistic in terms of actual or anticipated employment opportunities and suited to the needs, interests, and abilities of those being trained. Particular consideration shall be given to staff qualifications for leadership in programs, services, and activities for disadvantaged persons, handicapped persons, depressed areas, research and training, exemplary programs and projects, residential vocational schools, consumer and homemaking, cooperative vocational education, curriculum development, and work-study.

102.40 Cooperative arrangements.

(b) With State agencies responsible for education of handicapped persons. The State plan shall provide for cooperative arrangements with the State special education agency, the State vocational rehabilitation agency, or other State agencies having responsibilities for the education of handicapped persons in the State. Such cooperative arrangements shall provide for--

(1) the joint development of a comprehensive plan for the vocational education of handicapped persons in the State which shall provide the basis for the provisions in the State plan relating to vocational education of handicapped persons; and

(2) coordination of activities of the State board and the other State agencies in the development and administration of the State plan to the extent that handicapped persons are affected, such as, for example, in the review of applications for funds for programs or projects providing benefits to handicapped persons. Copies of agreements between the State board and other agencies providing for the arrangements described herein shall be submitted when executed by the State board for filing with the State plan.

102.44 Requirements with respect to construction.

The State plan shall provide assurance that the following requirements will be complied with on all construction projects assisted under parts B and E of the Act:

(d) Accessibility to handicapped persons. In the planning of construction of school facilities under the Act, the State board or local educational agency shall, to the extent appropriate in view of the uses to be made of the facilities, take into consideration the accessibility of the facilities, and the usability of them by, handicapped persons, and of their compliance with the minimum standards contained in "American Standard Specifications for Making Buildings and Facilities Accessible to, and Usable by, the Physically Handicapped" approved by the American Standard Association, Inc., with appropriate usable segments of "Building Standards by the University of Illinois Rehabilitation Center" and "Occupancy Guidelines" of the Department of Veterans Benefits, Regional Offices, Veterans Administration" and with such other standards in that regard as the Secretary of Health, Education, and Welfare may prescribe or approve.

102.54 Differences in vocational education needs.

(a) In allocating funds amond local educational agencies, the State board shall give due consideration to the relative vocational education needs of all the population groups referred to in 102.51(a) in all geographic areas and communities in the State, particularly disadvantaged persons, as defined in 102.3(i), and handicapped persons, as defined in 102.3(o), and unemployed youth.

(b) In weighing the relative vocational education needs of the State's various population groups, the State board shall give particular consideration to additional financial burdens (other than those which are to be considered pursuant to 102.56(b)) which may be placed upon certain local educational agencies by the necessity of providing vocational education students, particularly disadvantaged or handicapped students, with special education programs and services such as compensatory or bilingual education, which are not needed in areas or communities served by other local educational agencies in the State.

(c) The State plan shall describe in detail the method by which the State board will give due consideration to the criterion set forth in paragraph (a) in allocating funds among local educational agencies. This description shall include an explanation of:

(1) How the State board will identify the vocational education needs, including the need for special education programs and services referred to in paragraph (b), which must be met by each local educational agency in the State;

102.59 Percentage requirements with respect to uses of Federal funds.

(a) Application of percentage requirements. The State plan shall provide that allocations of Federal funds pursuant to 102.52 shall comply with the following requirements with respect to the use of Federal funds:

(3) Vocational education for handicapped persons. At least 10 percent of the total allotment for any fiscal year to a State of funds appropriated under section 102(a) of the Act shall be used only for vocational education for handicapped persons.

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Division of Special Education

PROGRAM COMPARISON CHART
BUREAU FOR PHYSICALLY EXCEPTIONAL CHILDREN

PROGRAM	Legal Basis	Definition	Permissive or Mandatory	Programs Authorized (Ed. Code Section)	State Financial Support (Ed. Code Section)	Prior Approval Required
APHASIC	Ed. Code 894, 6801-6812	Ed. Code 6801-6802 CAC, Title 5 3100(d), 3600(g)	Mandatory--Ed. Code 894, 6806, 6809	1. Special Day Classes (6802.1)	$17,260 per class (18102)	No
				(a) Self-contained (6802.1(a))		
				(b) Integrated (6802.1(c))		
				2. Regular Day Classes (6802.1(b))	$ 1,018 per a.d.a. (18102.9(g))	
				3. Other Remedial Instruction (6802.1(d))	$ 2,000 per a.d.a. (18102.9(d))	
				4. Individual Instruction (6802.1(e))	$ 1,300 per a.d.a. (18102.9(f))	
				5. Tuition Payments to Parents (6870)	$17,260 ÷ class size (6871)	
				6. Remedial Physical Education (6802.1(d))	$ 775 per a.d.a. (18102.9(c))	
				7. Driver Training (17305.7)	$ 360 per pupil (17305.7, 18251)	
				8. Work Experience (6818)		
SPEECH HANDICAPPED	Ed. Code 894, 6801-6812	Ed. Code 6801-6802 CAC, Title 5 3600(h)	Mandatory--Ed. Code 894, 6806, 6809	1. Regular Day Classes (6802.1(b))	$ 1,018 per a.d.a (18102.9(g))	No
				2. Other Remedial Instruction (6802.1(d))	$ 2,000 per a.d a. (18102.9(d))	
				3. Individual Instruction (6802.1(e))	$ 1,300 per a.d.a. (18102.9(f))	
MODERATELY HARD OF HEARING	Ed. Code 894, 6801-6812	Ed. Code 6801-6802 CAC, Title 5 3600(c)	Mandatory--Ed. Code 894, 6806, 6809	1. Regular Day Classes (6802.1(b))	$ 1,018 per a.d.a. (18102.9(g))	No
				2. Other Remedial Instruction (6802.1(d))	$ 2,000 per a.d.a. (18102.9(d))	
				3. Individual Instruction (6802.1(e))	$ 1,300 per a.d.a. (18102.9(f))	

PROGRAM	District Enrollment Limitation	Parental Consent	Eligibility Based on Program	Admissions Committee	Class Size	State School Building Aid for Exceptional Children	Special Credential	Transportation Allowance	Tax Authorized
APHASIC	None	No-- Exemption statement Ed. Code 6814, 10521-10522	CAC, Title 5 3600(g)	CAC, Title 5 3600(g)(2) (A)(B)(C)	6 to 8 pupils Ed. Code 6802.2	Yes Ed. Code 19681-19689	Ed. Code 6802, 6812, 6820, 13188, 13190, 13197.55 CAC, Title 5 6596(c), 6597(c)(1)(B)	Yes Ed. Code 6807-6808, 18060	**Yes** Ed. Code 895.8
SPEECH HANDICAPPED	None	No Ed. Code 6814, 10521-10522	Function of credentialed speech and hearing specialist CAC, Title 5 3600(h)	None	Caseload of 90 pupils per week CAC, Title 5 3621	Yes Ed. Code 19681-19689	Ed. Code 6820, 13190, 13197.55 CAC, Title 5 6570-6575, 6596-6598	No	Yes Ed. Code 895.8
MODERATELY HARD OF HEARING	None	No Ed. Code 6814, 10521-10522	CAC, Title 5 3600(c)	None	Caseload of 90 pupils per week CAC, Title 5 3621	Yes Ed. Code 19681-19689	Ed. Code 6820, 13190, 13197.55 CAC, Title 5 6570-6575, 6596-6598	No	Yes Ed. Code 895 8

PROGRAM	Legal Basis	Definition	Permissive or Mandatory	Programs Authorized (Ed. Code Section)		State Financial Support (Ed. Code Section)		Prior Approval Required
BLIND	Ed. Code 894, 6801-6822	Ed. Code 6801-6802 CAC, Title 5 3600(d)	Mandatory--Ed. Code 894, 6806, 6809	1. Special Day Classes	(6802.1)	$17,260 per class	(18102)	No
				(a) Self-contained	(6802.1(a))			
				(b) Integrated	(6802.1(c))			Yes--Ed. Code 6812.5
				2. Regular Day Classes	(6802.1(b))	$ 1,018 per a.d.a.	(18102.9(g))	
				3. Other Remedial Instruction	(6802.1(d))	$ 2,000 per a.d.a.	(18102.9(d))	
				4. Individual Instruction	(6802.1(e))	$ 1,300 per a.d.a.	(18102.9(f))	
				5. Mobility Instruction	(18102.9(e))	$ 910 per a.d.a.	(18102.9(e))	
				6. Tuition Payments to Parents	(6870)	$17,260 ÷ class size	(6871)	
				7. Remedial Physical Education	(6802.1(d))	$ 775 per a.d.a.	(18102.9(c))	
				8. Driver Training (Optional)	(17305.7)	$ 360 per pupil	(17305.7, 18251)	
				9. Work Experience	(6818)			
				10. Experimental Programs	(6812.5)	$17,260 per class	(18102)	
PARTIALLY SEEING	Ed. Code 894, 6801-6822	Ed. Code 6801-6802 CAC, Title 5 3600(e)	Mandatory--Ed. Code 894, 6806	1. Special Day Classes	(6802.1)	$17,260 per class	(18102)	No
				(a) Self-contained	(6802.1(a))			
				(b) Integrated	(6802.1(c))			
				2. Regular Day Classes	(6802.1(b))	$ 1,018 per a.d.a	(18102.9(g))	
				3. Other Remedial Instruction	(6802.1(d))	$ 2,000 per a.d.a.	(18102.9(d))	
				4. Individual Instruction	(6802.1(e))	$ 1,300 per a.d.a.	(18102.9(f))	
				5. Tuition Payments to Parents	(6870)	$17,260 ÷ class size	(6871)	
				6. Remedial Physical Education	(6802.1(d))	$ 775 per a.d.a.	(18102.9(c))	
				7. Driver Training (Optional)	(17305.7)	$ 360 per pupil	(17305.7, 18251)	
				8. Work Experience	(6818)			

PROGRAM	District Enrollment Limitation	Parental Consent	Eligibility Based on Program	Admissions Committee	Class Size	State School Building Aid for Exceptional Children	Special Credential	Transportation Allowance	Tax Authorized
BLIND	None	No Ed. Code 6814, 10521	Ed. Code 11823, 11825 CAC, Title 5 3600(d)	None	8 to 10 pupils Ed. Code 6802.2 Combination of Blind - P.S. 8 to 10 pupils Ed. Code 6802.2	Yes Ed. Code 19681-19689	Ed. Code 6820, 13190, 13197.55, 13199 CAC, Title 5 6570-6575, 6579, 6592-6593, 6600-6601, 6603	Yes Ed. Code 6807-6808, 18060	Yes Ed. Code 895.8
PARTIALLY SEEING	None	No Ed. Code 6814, 10521	Ed. Code 11823, 11825 CAC, Title 5 3600(e)	None	10 to 12 pupils Ed. Code 6802.2 Combination of Blind - P.S. 8 to 10 pupils Ed. Code 6802.2	Yes Ed. Code 19681-19689	Ed. Code 6820, 13190, 13197.55, 13199 CAC, Title 5 6570-6575, 6579, 6592-6593, 6600-6601	Yes Ed. Code 6807-6808	Yes Ed. Code 895.8

PROGRAM	Legal Casis	Definition	Permissive or Mandatory	Programs Authorized (Ed. Code Section)	State Financial Support (Ed. Code Section)	Prior Approval Required
DEAF	Ed. Code 894, 6801-6822, 12801	Ed. Code 6801-6802 CAC, Title 5 3600(a)	Mandatory--Ed. Code 894, 6806, 6809, 12801	1. Special Day Classes (6802.1)	$17,260 per class (18102)	No
				(a) Self-contained (6802.1(a))		
				(b) Integrated (6802.1(c))		Yes-- Ed. Code 6812.5
				2. Regular Day Classes (6802.1(b))	$ 1,018 per a.d.a. (18102.9(g))	
				3. Other Remedial Instruction (6802.1(d))	$ 2,000 per a.d.a. (18102.9(d))	
				4. Individual Instruction (6802.1(e))	$ 1,300 per a.d.a. (18102.9(f))	
				5. Tuition Payments to Parents (6870)	$17,260 ÷ class size (6871)	
				6. Remedial Physical Education (6802.1(d))	$ 775 per a.d.a. (18102.9(c))	
				7. Driver Training (17305.7)	$ 360 per pupil (17305.7, 18251)	
				8. Work Experience (6818)		
				9. Experimental Programs (6812.5)	$17,260 per class (18102)	
SEVERELY HARD OF HEARING	Ed. Code 894, 6801-6822	Ed. Code 6801-6802 CAC, Title 5 3600(b)	Mandatory--Ed. Code 894, 6806, 6809	1. Special Day Classes (6802.1)	$17,260 per class (18102)	No
				(a) Self-contained (6802.1(a))		
				(b) Integrated (6802.1(c))		Yes-- Ed. Code 6812.5
				2. Regular Day Classes (6802.1(b))	$ 1,018 per a.d.a. (18102.9(g))	
				3. Other Remedial Instruction (6802.1(d))	$ 2,000 per a.d.a. (18102.9(d))	
				4. Individual Instruction (6802.1(e))	$ 1,300 per a.d.a. (18102.9(f))	
				5. Tuition Payments to Parents (6870)	$17,260 ÷ class size (6871)	
				6. Remedial Physical Education (6802.1(d))	$ 775 per a.d.a. (18102.9(c))	
				7. Driver Training (17305.7)	$ 360 per pupil (17305.7, 18251)	
				8. Work Experience (6818)		
				9. Experimental Programs (6812.5)	$17,260 per class (18102)	

PROGRAM	District Enrollment Limitation	Parental Consent	Eligibility Based on Program	Admissions Committee	Class Size	State School Building Aid for Exceptional Children	Special Credential	Transportation Allowance	Tax Authorized
DEAF	None	No Ed. Code 6814, 10521-10522	Ed. Code 11823-11824, 25653 CAC, Title 5 3600(a)	None	6 to 8 pupils Ed. Code 6802.2 Combination of Deaf - S.H.H. 6 to 8 pupils Ed. Code 6802.2	Yes Ed. Code 19681-19689	Ed. Code 6820, 13190, 13197.55 CAC, Title 5 6570-6575, 6579-6581	Yes Ed. Code 6807-6808, 18060	Yes Ed. Code 895.8
SEVERELY HARD OF HEARING	None	No Ed. Code 6814, 10521-10522	Ed. Code 11823-11824, 25653 CAC, Title 5 3600(b)	None	8 to 10 pupils Ed. Code 6802.2 Combination of Deaf - S.H.H. 6 to 8 pupils Ed. Code 6802.2	Yes Ed. Code 19681-19689	Ed. Code 6820, 13190, 13197.55 CAC, Title 5 6570-6575, 6579-6581	Yes Ed. Code 6807-6808, 18060	Yes Ed. Code 895.8

PROGRAM	Legal Basis	Definition	Permissive or Mandatory	Programs Authorized (Ed. Code Section)	State Financial Support (Ed. Code Section)	Prior Approval Required
ORTHOPEDIC OR OTHER HEALTH IMPAIRED	Ed. Code 894, 6801-6816, 6818-6820, 6851-6855	Ed. Code 6801-6802 CAC, Title 5 3600(f)	Mandatory--Ed. Code 894, 6806, 6809	1. Special Day Classes (6802.1)	$17,260 per class (18102, 6855)	No
				(a) Self-contained (6802.1(a))		
				(b) Integrated (6802.1(c))		
				(c) Teleclass (Title 5, 3650)		
				2. Regular Day Classes (6802.1(b))	$ 1,018 per a.d.a. (18102.9(g))	
				3. Individual Instruction (6802.1(e))	$ 1,300 per a.d.a. (18102.9(f))	
				4. Other Remedial Instruction (6802.1(d))	$ 2,000 per a.d.a. (18102.9(d))	
				5. Tuition Payments to Parents (6870)	$17,260 ÷ class size (6871)	
				6. Remedial Physical Education (6802.1(d))	$ 775 per a.d.a. (18102.9(c))	
				7. Driver Training (17305.7)	$ 360 per pupil (17305.7, 18251)	
				8. Work Experience (6818)		
PREGNANT MINORS	Ed. Code 894-894.1, 6801, 6802, 6802.1(a) and (e), 6802.2-6808, 6810-6812, 6813-6814, 6816, 6851-6855	Ed. Code 6801-6802 CAC, Title 5 3640-3645	Mandatory--Ed. Code 894, 6806	1. Special Day Classes (6802.1)	$17,260 per class (18102)	No
				(a) Self-contained (6802.1(a))		
				2. Individual Instruction (6802.1(e))	$ 1,300 per a.d.a. (18102.9(f))	
				3. Other Remedial Instruction (6802.1(d))	$ 2,000 per a.d.a. (18102.9(d))	
				4. Remedial Physical Education (6802.1(d))	$ 775 per a.d.a. (18102.9(c))	
				5. Driver Training (17305.7)	$ 360 per pupil (17305.7, 18251)	

PROGRAM	District Enrollment Limitation	Parental Consent	Eligibility Based on Program	Admissions Committee	Class Size	State School Building Aid for Exceptional Children	Special Credential	Transportation Allowance	Tax Authorized
ORTHOPEDIC OR OTHER HEALTH IMPAIRED	None	No Ed. Code 6814, 10521-10522	CAC, Title 5 3600(f)	None	12 to 16 pupils Ed. Code 6802.2	Yes Ed. Code 19681-19689	Ed. Code 6820, 13190-13199 CAC, Title 5 6570-6575, 6579, 6588, 6593	Yes Ed. Code 6807-6808, 18060	Yes Ed. Code 895.8
PREGNANT MINORS	None	Notify parent or guardian of intended referral CAC, Title 5 3641(c)	CAC, Title 5 3600(i)(1)	None	20 pupils Ed. Code 6802.2 Exceed by 2 pupils (prior approval) Ed. Code 6802.2	None	None	Yes Ed. Code 6807-6808, 18060 CAC, Title 5 3645	Yes Ed. Code 895.8

PROGRAM	Legal Basis	Definition	Permissive or Mandatory	Programs Authorized (Ed. Code Section)	State Financial Support (Ed. Code Section)	Prior Approval Required
DRUG DEPENDENT MINORS	Ed. Code 894, 6801 6802, 6804, 6874.5	Ed. Code 6801-6802 CAC, Title 5 3720	Mandatory--Ed. Code 894, 6806	1. Individual Instruction (6802(f)) (6802.1(e)) (Title 5, 3720)	$ 1,300 per a.d.a. (18102.9(f))	No
DEVELOPMENT CENTERS FOR HANDICAPPED MINORS	Ed. Code 16645.2	Ed. Code 16645.1, 16645.3 CAC, Title 5 18100	Permissive--Ed. Code 16645.2	1. Special Day Class Units (16645.2)	$ 1.75 per child attendance hour (16645.8)	Yes--Ed. Code 16645.2
MULTI-HANDICAPPED	Ed. Code 894, 6750-6762, 6801-6855, 6901-6919	Ed. Code 6801-6802, 6870(a)(5), 6941(e)	Mandatory--Ed. Code 894, 6806	1. Special Day Classes (6802.1) (a) Self-contained (6802.1(a))	$17,260 per class (18102)	Yes--Ed. Code 6812.1, 6812.5
				2. Other Remedial Instruction (6802.1(d))	$ 2,000 per a.d.a. (18102.9(d))	
DEAF-BLIND				3. Individual Instruction (6802.1(e))	$ 1,300 per a.d.a. (18102.9(f))	
				4. Tuition Payments to Parents (6870)	$17,260 ÷ class size (6871)	
				5. Remedial Physical Education (6802.1(d))	$ 775 per a.d.a. (18102.9(c))	
				6. Driver Training (17305.7) (Optional)	$ 360 per pupil (17305.7, 18251)	
				7. Work Experience (6818)		
				8. Supplemental Assistance(18102.9(e)) (Deaf-Blind)	$ 910 per a.d.a. (18102.9(e))	
				9. Experimental Programs (6812.5)	$17,260 per class (18102)	

PROGRAM	District Enrollment Limitation	Parental Consent	Eligibility Based on Program	Admissions Committee	Class Size	State School Building Aid for Exceptional Children	Special Credential	Transportation Allowance	Tax Authorized
DRUG DEPENDENT MINORS	None	None	CAC, Title 5 3720	None	Only individual instruction authorized	None	None	None	None
DEVELOPMENT CENTERS FOR HANDICAPPED MINORS	None	No	CAC, Title 5 18103(b), 18103(c)	Yes CAC, Title 5 18103(a)(b)	10-12 pupils CAC, Title 5 18100(c)	No	CAC, Title 5 18123-18125	Yes Ed. Code 16645.24	Yes Ed. Code 16645.9
MULTI-HANDICAPPED DEAF-BLIND	None	No Ed. Code 6814, 10521-10522	None	None	6 to 8 pupils Ed. Code 6802.2 3 to 5 pupils Ed. Code 6802.2	Yes Ed. Code 19681-19689	No Required after Sept. 1, 1975 Ed. Code 6812.5, 6820.2	Yes Ed. Code 6807-6808, 18060	Yes Ed. Code 895.8

PROGRAM	Legal Basis	Definition	Permissive or Mandatory	Programs Authorized (Ed. Code Section)	State Financial Support (Ed. Code Section)	Prior Approval Required
DEAF-BLIND CENTER SYSTEM (Federal)	P.L. 91-230	P.L. 91-230, Part C (Section 622) Education of the Handicapped Act	Mandatory--P.L. 91-230	4-State Responsibility: California, Arizona, Nevada, Hawaii and Trust Territories (1) Diagnosis and evaluation of deaf-blind children (2) Home training, parental counseling (3) Respite care (4) Interagency agreements (5) Some classroom support (6) Experimental classes	P.L. 91-230 Supplemental to State Program Support Ed Code 18102	Yes
CLEARINGHOUSE-DEPOSITORY FOR THE VISUALLY HANDICAPPED	Ed. Code 6821, 10301-10303	Ed. Code 10301-10303	Mandatory--Ed. Code 10301	Loan and distribution of specialized textbooks, reference books, recordings, study materials, tangible apparatus, equipment, and other similar items	None	No

PROGRAM	District Enrollment Limitation	Parental Consent	Eligibility Based on Program	Admissions Committee	Class Size	State School Building Aid for Exceptional Children	Special Credential	Transportation Allowance	Tax Authorized
DEAF-BLIND CENTER SYSTEM (Federal)	None	No	Eligibility established by medical examination	None	3 pupils	Yes As available through state program Ed. Code 19681-19689	No Required after Sept. 1, 1975 by state program Ed. Code 6820.2	Yes As available through state program Ed. Code 18060	Yes As available through state program Ed. Code 895.8
CLEARINGHOUSE-DEPOSITORY FOR THE VISUALLY HANDICAPPED	None	No	None	None	None	None	None	None	None

Instructions

for Preparing and Submitting an Applicaton for Funds Under Part B of the Vocational Education Amendments of 1968, for Use in the 1971–72 School Year

B

State of California
Sacramento, 1971

This publication was produced with Vocational Education Amendments (P.L. 90-576) funds and published by the California State Department of Education, 721 Capitol Mall, Sacramento, California 95814
1971

INSTRUCTIONS FOR PREPARING AND SUBMITTING APPLICATIONS FOR FUNDS UNDER THE VOCATIONAL EDUCATION AMENDMENTS OF 1968 (Public Law 90-576, Part B)

FILING A DISTRICT PLAN

Any school district wishing to receive federal funds under P.L. 90-576, Part B, must have on file with the State Board vocational education staff a district plan for vocational education. (Refer to Instructions for Preparing a District Plan for Vocational Education, Sacramento, 1971.) This plan, which outlines a district's anticipated activities for the forthcoming year, does not represent a formal application for funds under Part B, but, rather, is a prerequisite for eligibility to receive such funds.

COMPLETING AN APPLICATION

A. Components of Application

An application for Part B will consist of the following three parts:

1. Form VE-1.1b (2/71), Cover Sheet for Application
2. Form VE-1.2b (2/71), "Statement of Assurances"
3. Table A (2/71), "Anticipated Number of Programs and Students in Vocational Education"

B. Submittal of Completed Application

Eight copies of the completed application should be submitted to the appropriate regional office serving the school district.

C. Files and Documentation

The nature of the Part B entitlement system and the abbreviated application procedure being used for 1971-72 places maximum responsibility upon the operating district for compliance with the standards and procedures in the California State Plan for Vocational Education.

Expenditures of P.L. 90-576 funds will be subject to annual audit. The following should be available to facilitate auditing procedures:

1. Approved applications
2. Budget summaries, working papers, and amendments thereto
3. Approved district plan and amendments including:
    a. Description of programs
    b. List of qualifying vocational education classes and activities
4. Expenditure records
5. Proration computations and basis used
6. Average daily attendance listings showing average daily attendance in all qualifying vocational education classes
7. Minutes of advisory committee meetings and lists of members

D. Completing Form VE-1.1b

1. Complete lines for school district, superintendent, district address, and county.

2. Identify the particular district plan for vocational education by the date of the plan.

3. If there are no exceptions, the words "no exceptions" should be inserted in the space provided.

4. If the district is unable to earn its entitlement or will not provide programsor services for the handicapped or disadvantaged, then the amount to be released should be noted in the space provided.

5. The application is to be signed by the district superintendent or his designate.

6. Indicate the name, title, and phone number of the person who prepared the application.

7. The bottom of the form is for state use only.

E. Completing Form VE-1.2b

1. Complete Form VE-1.2b by providing the necessary information where needed and where applicable.

2. A signature on Form VE-1.1b by the district superintendent or designate stipulates that the applying school district will carry on activities to a degree sufficient enough to comply with the listed assurances and other provisions of the Act, Regulations, and the California Plan for Vocational Education. Any exceptions should be noted on Form VE-1.1b.

F. Completing Table A

1. Identify the instructional codes and titles as listed in USOE Publication OE-80061, Vocational Education and Occupations, July, 1969.

2. Identify the grade level.

3. Identify whether the program is new or continuing and whether or not it meets the standards of the State Plan for Vocational Education.

4. Identify the number of classes comprising the program.

5. Estimate the number of enrollments.

6. Estimate the number of handicapped students.

7. Estimate the number of disadvantaged students.

8. Estimate the number of students who will complete the program this school year.

9. Identify the number of full-time teacher equivalents.

STATE OF CALIFORNIA

VOCATIONAL EDUCATION PROGRAM
APPLICATION FOR FUNDS

FORM VE-1.1b
(2/71)

Under the

VOCATIONAL EDUCATION AMENDMENTS OF 1968
P.L. 90-576 Part B

School Year July 1, 1971 -- June 30, 1972

REGION	CODE	COUNTY	CODE
DISTRICT			CODE
ADDRESS			
SUPERINTENDENT			

The attached Table A (Anticipated Number of Programs and Students in Vocational Education) and Statement of Assurances, plus the 1971-72 District Plan for Vocational Education, dated ________________, constitute a firm request for assistance from funds available through the Vocational Education Amendments of 1968, Public Law 90-576.

I certify that: All programs, services, and activities covered by this application will be operated in accordance with the Act, Regulations, Statement of Assurances, and the California State Plan for Vocational Education, except as noted.

and

I certify that: The amount of funds available will be fully expended according to stated requirements in the letter of notification, except the release of the following amounts:

FUNDS RELEASED

Handicapped	Disadvantaged	Regular	Total
$ __________	$ __________	$ __________	$ __________

(Signed) ________________________________ Date ________________
District Superintendent

Name of person preparing this application is:

Name ________________________________ Title ________________________

Phone ________________________
Area Code Number

For State Use Only	Handicapped	Disadvantaged	Regular	Total
Entitlement				
Required Excess Costs	XXXXX	XXXXX	XXXXX	
Amount Released				

FORM VE-1.2b
(2/71)

STATEMENT OF ASSURANCES

The ______________________________ District hereby gives the following assuranc

1. All programs, services, and activities covered by this application will be operate in accordance with the Act, Regulations, and the California State Plan for Vocation Education.

2. This assurance of compliance with Title VI of the Civil Rights Act of 1964, dated and filed ______________ (Month), __________ (Day), __________ (Year), applies to this application.

3. Each occupation-centered curriculum will be established and maintained with the advice and cooperation of a representative advisory committee. Minutes of advisory committee meetings will be maintained along with an up-to-date list indicating the name, title, and address of each committee member.

4. Instruction will provide effective learning situations and will duplicate as nearly as possible conditions in the occupation itself.

5. Curriculum guides, course outlines, and/or courses of study are on file and indicate the educational and performance objectives.

6. Training for an occupation will be carried to the point of developing marketable skills, abilities, understandings, attitudes, and work habits sufficient to enable the trainee to secure and hold a job in that occupation or to prepare the trainee for advanced vocational education programs of less than a baccalaureate degree.

7. The instructional program is directly related to existing or anticipated employment opportunities, and there is reasonable expectation of employment opportunities at the completion of training as verified by advisory committees, the California State Department of Human Resources Development, and other sources.

8. Vocational guidance--including effective selection, placement, and follow-up of students--is a continuing part of the vocational program.

9. Instructional personnel possess adequate professional qualifications for teaching and are occupationally competent in the subject area of instruction. Personnel qualifications showing credential held and occupational experience are on file.

10. Expenditures of state and district funds for vocational education during the school year ending June 30, 1971, were not less than those for school year ending June 30, 1970, except ______________________.*

11. Federal funds requested in this application under Part B of the Act will not supplant state or district funds.

12. The necessary records consistent with those suggested on page 1 will be maintained to document total vocational education expenditures, programs, services, and activities set forth in this application. These records will be available for use in the preparation and submittal of annual reports as required by the state, and for the regular post-audit of the district.

13. Due consideration has been given by the district to the development of vocational education programs for the handicapped and for the disadvantaged.

14. This application includes all vocational education activities of this district under Part B of the Act that qualify under the state plan.

*Indicate any exceptions by an X and fully explain on the reverse of this sheet. If no exceptions, insert "None."

(Rev. 2/71)

I A

ANTICIPATED NUMBER OF PROGRAMS AND STUDENTS IN VOCATIONAL EDUCATION

(1971-72)

STATE OF CALIFORNIA Instructional Codes and Titles*	Level				Status			Number of Classes Comprising Program	Estimated Enrollment	Estimated Handicapped Persons	Estimated Disadvantaged Persons	Estimated Completions	Number of Teachers (Full-Time Equivalents)
	(X) Where Applicable S - Secondary PS - Post Secondary AP - Adult Preparatory AS - Adult Supplementary				(X) Where Applicable N - New C - Continuing SP - Meets State Plan Requirements								
	S	PS	AP	AS	N	C	SP						
Code _____ Title													
Code _____ Title													
Code _____ Title													
Code _____ Title													
Code _____ Title													
Code _____ Title													

*Codes and titles listed in USOE Publication OE-80061, Vocational Education and Occupations, July, 1969.

REGIONAL OFFICES OF VOCATIONAL EDUCATION

Central Regional Office, Sacramento 95814
1919 - 21st Street - Phone: (916) 445-9570

	Phone
● Bureaus of:	
Agriculture Education	(916) 445-9570
Business Education	445-9570
Homemaking Education	445-9570
Industrial Education	445-9570
● Division of Vocational Education	445-7417
California Community Colleges	445-7419

Subregional Office, Chico 95926
647 Flume Street

	Phone
Agriculture Education	(916) 342-7541
Homemaking Education	342-9235

Subregional Office, Fresno 93721
2550 Mariposa Street, Room 5044

	Phone
Agriculture Education	(209) 488-5318
Homemaking Education	488-5266

Counties Included

Alpine
Amador
Butte
Calaveras
Colusa
El Dorado
Fresno
Glenn
Inyo
Kern
Kings
Lassen
Madera
Mariposa
Merced
Modoc
Mono
Nevada
Placer
Plumas
Sacramento
San Joaquin
Shasta
Sierra
Siskiyou
Stanislaus
Sutter
Tehama
Trinity
Tulare
Tuolumne
Yolo
Yuba

. . . .

Coast Regional Office, Oakland 94607
1111 Jackson Street, Room 4075 - Phone: (415) 464-0955

	Phone
● Bureaus of:	
Agriculture Education	(415) 464-1336
Business Education	464-0760
Homemaking Education	464-0733
Industrial Education	464-1151
● Division of Vocational Education	
California Community Colleges	464-1012
Room 4064, State Building	464-1209

Subregional Office, San Luis Obispo 93401
California State Polytechnic College

	Phone
Agriculture Education	(805) 546-2402

Alameda
Contra Costa
Del Norte
Humboldt
Lake
Marin
Mendocino
Monterey
Napa
San Benito
San Francisco
San Luis Obispo
San Mateo
Santa Clara
Santa Cruz
Solano
Sonoma

. . . .

Southern Regional Office, Los Angeles 90012
217 West First Street, Room 305 - Phone: (213) 620-3426

	Phone
● Bureaus of:	
Agriculture Education	(213) 620-3160
Business Education	620-2090
Homemaking Education	620-3326
Industrial Education	620-3424
● Division of Vocational Education	
California Community Colleges	620-2388
Room 803 E , State Building	620-2389

Imperial
Los Angeles
Orange
Riverside
San Bernardino
San Diego
Santa Barbara
Ventura

E. SCHEDULE C, "FISCAL AND DESCRIPTIVE ANALYSIS OF PROGRAM AND/OR SERVICES PROVIDED FOR HANDICAPPED STUDENTS"

Schedule C provides an analysis of programs and services for handicapped students. Data from this schedule establishes the basis for determining the validity of the expenditures and the degree to which the minimum percentage of federal funds earmarked for the handicapped has been attained.

Format of Schedule C is identical to that of Schedule B. Transfer total expenditures to Line 26 of Forms VE-2b and -3b.

<table>
<tr><td rowspan="2">STATE OF CALIFORNIA
Vocational Education</td><td>REGION
CENTRAL</td><td>CODE
X</td><td>COUNTY
STANIPOSA</td><td>CODE
00</td><td rowspan="2">Schedule
C
(6/)</td></tr>
<tr><td colspan="3">DISTRICT
Lobo Unified School District</td><td>CODE
00000</td></tr>
</table>

Schedule C
FISCAL AND DESCRIPTIVE ANALYSIS OF PROGRAM AND/OR SERVICES PROVIDED FOR HANDICAPPED STUDENTS

Research Program   Page 1 of 2 pages

Budget Analysis

Indicate Applicable Account Number	Computation	Amount
214	One supervisor 1 week in preparing, conducting, and analyzing a survey of handicapped high school students in the district 1/52 FTE supervisor's salary @ $12,000	$ 231
220	Clerical support for the project listed above 20 hr. x $2.50/hr. clerical wages	50

Indicate Applicable Account Number	Computation	Amount
	Total Expenditure as Reported on Line 26 of Forms VE-2 and 3	$ 281

Brief Description of Programs or Services

Program to survey the district to identify handicapped students of high school age.

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
721 CAPITOL MALL, SACRAMENTO, CALIFORNIA 95814

TO: School Personnel Serving Visually Handicapped Minors

FROM: Fred L. Sinclair, Consultant in Charge of the Clearinghouse-Depository for the Visually Handicapped

SUBJECT: Study Materials in Special Media for Visually Handicapped Public School Children and Adults

The Clearinghouse-Depository for the Visually Handicapped (CDVH) offers assistance to schools in the procurement of textbooks and other study materials in special media; it assists elementary schools with their supplementary materials, and high schools, community and State colleges and the University of California with all textbooks and study materials in special media required for their visually handicapped students.

The basic textbooks of the State Adopted Series at the elementary level are provided free to schools through the Bureau of Textbook Distribution: 721 Capitol Mall, Sacramento 95814, Phone: 916-445-5731. The braille editions of these may be requisitioned by county and district offices directly from the Bureau of Textbook Distribution on forms provided by that office. The large type editions may be requisitioned by county offices and districts, with enrollment of 40,000 and over, directly from the Bureau of Textbook Distribution. Districts with enrollment less than 40,000 must order large type editions through their county schools office.

The CDVH offers the following services:

1. The CDVH serves as a clearinghouse for textbooks in special media. Through a central catalog of available specialized materials specific books and the sources from which they can be obtained are identified.

2. The CDVH serves as a central depository for study materials in special media; it also maintains an inventory of such items housed in school libraries. Books not currently in use which have been deposited with or reported to the CDVH are redistributed among schools according to the needs of visually handicapped students.

3. Upon request the CDVH will place needed study materials with transcribers for production in braille, large print and recordings.

Procedures for Requesting Books

Complete the enclosed Form B-10 (rev. 1/66) in triplicate. Submit two copies to the CDVH. Retain one copy for school records.

Reserve the line "Source" for CDVH use.

Sources from which books can be obtained and comments will be filled in by the CDVH and one copy of the form will be returned to schools.

Schools must place orders directly with sources and/or arrange for loan of books unless pertinent comments direct other action.

The CDVH will make every effort to minimize follow-up action for schools.

Because the processes of clearing titles and obtaining books are time consuming, schools are urged to submit requests two to four months prior to scheduled classes whenever possible. School personnel are requested to research the availability of study materials through catalogs on hand, before directing inquiries to CDVH.

Catalogs can be secured by school personnel from the following sources:

American Printing House for the Blind
1839 Frankfort Avenue
Louisville, Kentucky 40206

Bureau of Textbooks and Publications Distribution
721 Capitol Mall
Sacramento, California 95814

Harper Crest
Harper & Row Publishers
Keystone Industrial Park
Scranton, Pennsylvania 18512

Keith Jennison Books/Franklin Watts, Inc.
575 Lexington Avenue
New York
New York 10022

Library of Congress
Division for the Blind
Washington, D. C. 20542

The Microfilm Co. of California
1977 S. Los Angeles Street
Los Angeles
California 90011

Recording for the Blind
215 East 58th Street
New York
New York, 10022

Stanwix House
3020 Chartiers
Pittsburgh
Pennsylvania 15204

Volunteer Transcribing Services
617 Oregon Avenue
San Mateo, California 94402

STATE DEPARTMENT OF EDUCATION
CLEARINGHOUSE-DEPOSITORY FOR THE VISUALLY HANDICAPPED (CDVH)
721 Capitol Mall, Sacramento, California 95814

Complete [illegible] triplicate and submit 2 copies to CDVH.

Reserve "Source" line for CDVH use.

Check medium according to code:

B - Braille
LP - Large Print
T - Tape
D - Discs

CLEARANCE OF TEXTBOOKS FOR VISUALLY HANDICAPPED STUDENTS
Requested for Dates of ____________________

This Request Submitted by: ______________________________
Name Title
____
District or County Office Date
____
Address
____
Zip

Send Books to: ______________________________
Name
____
Title
____
Address
____
Zip

No. of Copies Needed	Complete Title and Grade	Author(s)	Publisher	Copyright	B	LP	T	D
Source								
Source								
Source								
Source								
Source								

(over)

No. of Copies Needed	Complete Title and Grade	Author(s)	Publisher	Copyright	B	LP	T	D
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REMARKS

B-10 (Rev. 1/66)

FRESNO CITY COLLEGE
1101 East University
Fresno, California

HANDICAP SPECIALIST ASSIGNMENT DATA SHEET (confidential)

Fresno City College has a specialist assigned to its Counseling Center whose responsibilities include assisting the college and students with a disability in making a satisfactory adjustment to each other. Counseling services available through this office provide the student with specialized vocational evaluation and pre-vocational counseling to determine an educational program which is appropriate to the student's abilities and interests, and compatible with his or her disability.

In an effort to make certain that students with a disability are not deprived of, nor do not deprive themselves of, the many resources available on the campus, students who complete this form will be assigned to the Handicap Specialist Counselor as their college counselor for program planning, specialized vocational evaluation, counseling on educational and or personal problems affecting their educational progress, and the obtainment of other specialized services available on the campus.

IF YOU HAVE A DISABILITY OR HANDICAPPING CONDITION, PLEASE COMPLETE THIS FORM AND DETACH FOR MAILING. IT IS SELF-ADDRESSED ON THE REVERSE SIDE.

Social Security Number *College Major (Vocational Major)*

1. *Last Name* *First Name* *Middle Name*

2. *Local Street Address* *Zip Code* *Telephone Number*

3. *Birth Date* *Marital Status* *Semester in School*

SAMPLE

4. CHECK YOUR PRIMARY COLLEGE SPONSOR

____ 01 Self and/or Family
____ 02 Insurance or Health Plan
____ 03 Workman's Compensation
____ 04 State Department of Rehabilitation
____ 05 Department of Public Welfare
____ 06 Department of Human Resources
____ 07 Veterans Administration
____ 08 Other Manpower Training Agency
____ 09 Medicare Coverage
____ 00 Other Resources

5. CHECK YOUR PRIMARY DISABILITY

____ 100 Partially Sighted
____ 101 Legally Blind
____ 102 Hard of Hearing
____ 103 Deaf
____ 104 Aphasic
____ 105 Post Polio
____ 106 Epilepsy
____ 107 Diabetes
____ 108 Amputation
____ 109 Arthritis
____ 110 Speech Impairment
____ 111 Emotional Disturbance
____ 112 Cerebral Palsy
____ 113 Multiple Sclerosis
____ 114 Neurological Damage
____ 115 Upper Body Paralysis
____ 116 Lower Body Paralysis
____ 117 Respiratory Disease
____ 118 Cardiac Disease
____ 119 Asthma
____ 000 Other

6. CHECK YOUR PRIMARY MEANS OF MOBILITY

____ Wheelchair (1)
____ Crutches (2)
____ Leg Braces (3)
____ Walking Support Device (4)
____ No Assistance Necessary (5)

VENDOR LIST

At a meeting at Cerritos in December, one delegate mentioned that in urging her college to acquire grab bars for restroom stalls, it would be helpful to offer a suggestion to the college's purchasing department as to where to buy grab bars.

On the following pages will be found a partial list of Vendors of materials and products potentially useable in community colleges' programs for the handicapped.

No claim is made that the list is complete. Also, it would have been unrealistic to list all the products and/or materials offered by the vendors included.

Nevertheless, it is hoped that the following list will be useful. The companies included will be pleased to send complete catalogs, price lists, notices of new products, etc.

VENDORS

Allied Education Council
P.O. Box 78
Galien, Michigan 49113
Test materials and workbooks

American Association for Workers for the Blind
1511 K Street, N.W.
Washington, D.C. 20005
vocational, general information

American Education Publications
A Xerox Company
55 High Street
Middletown, Connecticut 06457
Classroom periodicals; paperback, practice, and unit books.

American Foundation for the Blind
Publications Division
15 West 16th Street
New York, New York 10011
Publications for visually handicapped

American Guidance Service, Inc.
Publisher's Building
Circle Pines, Minnesota 55014
Instructional materials.

American Printing House for the Blind, Inc.
P.O. Box 6085
Louisville, Kentucky 40206
Books; braille materials; globes and maps

American Thermoform Corp.
8640 East Slauson Avenue
Pico Rivera, California 90660
braille, embossed material duplicator

Amigo, Inc.
6693 Dixie Highway
Bridgeport, Michigan
battery-operated wheelchairs

Applied Communications Corp.
Menlo Park, California 94025
accoustic & communications equipment for the deaf

Arion Products Corp.
1022 Nicollet Avenue
Minneapolis, Minnesota 55403
portable special speech and hearing recorder

AVID Corporation, Instructional Systems Division
10 Tripps Lane
East Providence, Rhode Island 02914
Audio-visual self-instructional system.

Bausch & Lomb
Rochester, New York 14602
optical equipment

Behavioral Controls, Inc.
1506 W. Pierce Street
Milwaukee, Wisconsin 53246
Teaching machines and behavior modification equipment.

Alexander Graham Bell Asociation for the Deaf, Inc.
1537 - 35th Street, N.W.
Washington, D.C. 20007
Reference & professional books.

Bell & Howell Co., Audio-Visual Division
7100 McCormick Road
Chicago, Illinois 60645
Projectors; sound-recording equipment and card readers.

Benefic Press
10300 West Roosevelt Road
Westchester, Illinois 60153
Books; film strips; maps; globes; test materials & workbooks.

Biocoustics, Inc.
12316 Wilkins Avenue
Rockville, Maryland 20852
auditory training systems for children

Dick Blick Co. Educational Division
P.O. Box 1267
Galesburg, Illinois 61401
Art and craft materials; film strips; globes & play equipment.

Borg-Warner Educational Systems
7450 N. Natchez Avenue
Niles, Illinois 60648
Audio-visual teaching machines and materials

BOWMAR
622 Rodier Drive
Blendale, California 91201
Books; records; film strips and multi-media kits.

Boy Scouts of America
Education Relationships Service, National Council
North Brunswick, New Jersey 08902
Books, film strips; braille materials.

Canon Repeat-Corder L,
Repeat-Corder Division
Canon USA, Inc.
64-10 Queens Blvd.
Woodside, New York 11377
special tape recorder

Cebco/Standard Publishing
104 Fifth Avenue
New York, New York 10011
Developmental language & speech program workbooks.

Childcraft Education Corporation
964 Third Avenue
New York, New York 10022
Play equipment & teaching aids.

CIBA Pharmaceutical Company
556 Morris Avenue
Summit, New Jersey 07901
Educational service on functional behavior problems.

The Combined Book Exhibit, Inc.
Scarborough Park, Albany Post Road
Briarcliff Manor, New York 10510
Reference & professional books.

Contemporary/McGraw-Hill Films
330 West 42nd Street
New York, New York 10036
Films and film strips.

The Continental Press, Inc.
520 E. Bainbridge Street
Elizabethtown, Pennsylvania 17022
Workbooks & duplicator materials

Coronet Films
65 E. South Water Street
Chicago, Illinois 60601
Films & multi-media teaching units

The Council for Exceptional Children
1411 Jefferson Davis Highway, Suite 900
Arlington, Virginia
Publications

The George Cram Company, Inc.
P.O. Box 426
Indianapolis, Indiana 46206
Film strips; globes & maps

The John Day Company/Steck-Vaughn Co.
257 Park Avenue South
New York, New York 10010
Books & workbooks.

Developmental Learning Materials
3505 North Ashland Avenue
Chicago, Illinois 60657
Manipulative materials

Doubleday & Company, Inc.
501 Franklin Avenue
Garden City, New York 11530
Remedial reading, reference, & professional books; films; film strips & projectors.

Drive-Master
61-B N. Mountain Avenue
Montclair, New Jersey 07042
Wheelchair accessories

Eckstein Brothers
4807 W. 118th Place
Hawthorne, California 90251
Portable auditory trainers

EDL/McGraw-Hill
Huntington, New York 11743
Projectors; test materials; multimedia kits & records.

Educational Activities, Inc.
Box 392
Freeport, New York 11520
Books; film strips; workbooks & records.

Educational Projections Corp.
527 South Commerce Street
Jackson, Mississippi 39205
Film strips; projectors; workbooks & multi-sensory kits.

EduKaid of Ridgewood
1250 East Ridgewood Avenue
Ridgewood, New Jersey 07450
Manipulative math teaching aids.

Electronic Futures, Inc.
57 Dodge Avenue
North Haven, Connecticut 06473
Hearing aids; workbooks; sound-recording equipment & testing materials.

Essco Communications, Inc.
2402 Federal Street
Camden, New Jersey 08105
telephone, teletype equipment for the deaf

Eva-Tone Soundsheets
2051 Waukegan Road
Deerfield, Illinois 60015
communications equipment for blind

Everest & Jennings, Inc.
1803 Pontius Avenue
Los Angeles, California 90025
Wheelchairs

Fearon Publishers/Lear Siegler, Inc.
6 Davis Drive
Belmont, California 94002
Books; craft materials; test material; workbooks & educational games.

Field Enterprises Educational Corp.
Merchandise Mart Plaza
Chicago, Illinois 60654
Reference books.

Finney Company
3350 Gorham Avenue
Minneapolis, Minnesota 55426
Occupational guidance books & workbooks.

Follett Educational Corporation
1010 W. Washington Blvd.
Chicago, Illinois 60607
Books; test materials & workbooks.

General Learning Corporation
250 James Street
Morristown, New Jersey 07960
Books; film strips; playthings; sound recording equipment & workbooks.

Globe Book Co.
175 Fifth Avenue
New York, New York 10010
Books for the slow learner

Good-Lite Co.
7426 W. Madison Street
Forest Park, Illinois 60130
eye testing equipment

Grolier Educational Corporation
845 Third Avenue
New York, New York 10022
Programmed learning materials.

Grune & Stratton, Inc.
757 Third Avenue
New York, New York 10017
Books & test materials

Handi-Ramp, Inc.
904 Countryside Highway
Mundelein, Illinois 60060
Portable ramps.

Hoyer Patient Lifters, Inc.
1803 S. Ponius Avenue
Los Angeles, California 90025
Body lifters

Houghton Mifflin Publishing Co.
Palo Alto, California 94304
Publisher of textbooks regarding education of physically handicapped students

IBM Corporation-Office Products Division
590 Madison Avenue
New York, New York 10022
Office equipment for the Handicapped

Ideal School Supply Company
11000 South Lavergne Avenue
Oak Lawn, Illinois 60453
Duplicator materials & workbooks.

Imperial International Learning
P.O. Box 548
Kankakee, Illinois 60901
Educational tapes for instruction.

Instructive Devices, Inc.
147 Armistice Blvd.
Pawtucket, Rhode Island 02860
Multi-media desk for instruction.

The Instructo Corporation
Cedar Hollow & Matthews Road
Paoli, Pennsylvania 19301
Learning Materials & overhead transparencies.

The Instructor Publications, Inc.
7 Bank Street
Dansville, New York 14437
Duplicator materials & publications.

International Hospital Supply
811 W. Broadway, P.O. Box 426
Tempe, Arizona 85282
Wheelchairs

Invalex Co.
741 W. 17th Street
Long Beach, California 90813
Body lifters

Journal of Learning Disabilities
5 North Wabash Avenue
Chicago, Illinois 60602
Professional book & magazines

Kenlab
10524 Detrick Avenue
Kensington, Maryland 20795
Call-lights, signal devices

Kimbo Educational Records
P.O. Box 55
Deal, New Jersey 07723
Educational phonograph records & teacher's manuals.

Knowledge Aid
6633 W. Howard
Niles, Illinois 60648
Multi-media programs.

Learning Systems Press
Kismet Publishing Company
6950 N. Kendall Drive
Miami, Florida 33156
Workbooks & motivational materials.

Library of Congress
Division for the Blind & Physically Handicapped
Washington, D.C. 20542
Talking book records and special phonographs on which to play them; free loan to qualified.

Love Publishing Company
6635 East Villanova Place
Denver, Colorado 80222
Reference & professional books.

Lowell Publications
P.O. Box 142
Mt. Pleasant, Michigan 48858
Books; test materials & workbooks.

Lyons, Education Division
430 Wrightwood Avenue
Elmhurst, Illinois 60126
Film strips & recordings.

Madsen Electromedico Corp.
2432 Grand Concourse
New York, New York 10458
Electronic aids for speech impaired

Mafex Associates, Inc.
111 Barron Avenue
Johnstown, Pennsylvania 15906
Reference & professional books & workbooks.

Maico Hearing Instruments
7375 Bush Lake Roads
Minneapolis, Minnesota 55435
Clinical, diagnostic audiometers

Charles Mayer Studios, Inc.
140 E. Market Street
Akron, Ohio 44308
Presentation boards; exhibits & projection screens.

McLeod Optical Company, Inc.
357 Westminster Mall
Providence, Rhode Island 02901
Print magnifiers for reading

Mead Educational Services
245 North Highland Avenue, N.E.
Atlanta, Georgia 30307
Art materials; learning tools; maps; craft materials; globes.

Medical Motivation Systems, Inc.
Research Park, State Road
Princeton, New Jersey 08540
Physical training equipment

Moore Wheel, Inc.
Box 2424
Inglewood, California 90305
Wheelchairs

National Association of the Deaf
905 Bonifant Street
Silver Spring, Maryland 20910
Basic course, manual communication

National Medical Audio-visual Center Annex
4800 Buford Highway
Chamblee, Georgia 30005
Prints available on loan from above; "Take That First Step": 28-minute, 16mm color film for recruitment of teachers for exceptional children; designed for high school & college students making career decision.

National Society for the Prevention of Blindness, Inc.
79 Madison Avenue
New York, New York 10016
Publications, general information

National Technical Institute for the Deaf
Division of Student Development
Rochester Institute of Technology
One Lomb Memorial Drive
Rochester, New York 14623
Technical & vocational post-secondary programs.

Open Court Publishing Company
Box 599
LaSalle, Illinois 61301
Language arts.

Oxford University Press
200 Madison Avenue
New York, New York 10016
Special education

J. A. Preston Corporation
71 Fifth Avenue
New York, New York 10003
Classroom, workshop, & gymnasium equipment

Priority Innovations, Inc.
Department A
P.O. Box 792
Skokie, Illinois 60076
Titles for special education

Project/LIFE
General Electric Program
General Electric Co.
P.O. Box 43
Schenectady, New York 12301
Audio-visual response systems

Psychology in the Schools
Clinical Psychology Publishing Company
Brandon, Vermont 05733
Journals & test materials

Quinton Instruments
3051 44th Avenue
Seattle, Washington 98199
Treadmills & bicycle ergometers

Rehabilitation Equipment, Inc.
175 East 83rd Street
New York, New York 10028
Wheelchairs

Research Press Company
2612 North Mattis Avenue
Champaign, Illinois 61820
Professional books & workbooks.

Frank E. Richards Publishing Co., Inc.
324 First Street, Box 9
Liverpool, New York 13088
Books & workbooks.

Saber
Suite 216-N, 2020 N. Atlantic Avenue
Cocoa Beach, Florida 32931
Electronic speech therapy equipment

Scandia Workshop Systems, A Division of
The Powell School and Home
Red Oak, Iowa 51566
Teaching materials.

Scholastic Magazines & Book Services
50 West 44th Street
New York, New York 10036
Periodical; book clubs; records &
film strips.

Science for the Blind
221 Rock Hill Road
Bala-Cynwyd, Pennsylvania 19004
Instruments, publications for the blind

Scott, Foresman and Company
1900 East Lake Avenue
Glenview, Illinois 60025
Textbooks; test materials & workbooks.

Select-Ed, Incorporated
1609 Sunvale Drive
Olathe, Kansas 66061
Materials retrieval system.

Sherwood Medical Industries, Inc.
1831 Olive Street
St. Louis, Missouri 63103
Speech therapy equipment

Mr. Fred Sinclair, Clearinghouse
Depository for the Visually Handicapped
State Department of Education
721 Capitol Mall
Sacramento, California 95814

Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614
Slides; film strips and recordings

Sonotone
Elmsford, New York 10523
Electronic equipment for deaf

Speech and Language Materials, Inc.
Box 721
Tulsa, Oklahoma 74101
Educational materials.

Stainless Specialties, Inc.
1604 Monrovia Avenue
Newport Beach, California 92660
Wheelchairs

Stanley Tools
600 Myrtle Street
New Britain, Connecticut 06050
Hand woodworking tools; films;
filmstrips.

Stanwix House, Inc.
3020 Chartiers Avenue
Pittsburgh, Pennsylvania 15204
Publications & workbooks.

Sterling Educational Films
241 East 34th Street
New York, New York 10016
Films.

Teachers College Press
1234 Amsterdam Avenue
New York, New York 10027
Books; test materials & workbooks.

Teaching Resources Corporation
100 Boylston Street
Boston, Massachusetts 02116
Manipulative education materials.

Charles C. Thomas, Publisher
301-327 East Lawrence Avenue
Springfield, Illinois 62703
Wide-range of books regarding education of handicapped children.

Titmus Optical Co., Inc.
Petersburg, Virginia 23803
Vision testing equipment

Tok-Back
P.O. Box 5045 - Dept. 10,
Berkeley, California 94715
Speech mask for student self-monitoring of speech

Trans-Aid Corp.
20314 South Tajuata Avenue
Carson, California 90746
Body lifters

Trujillo Industries
Box 217, Dept. PN
San Clemente, California 92672
Products for the handicapped

Tubular Specialties
P.O. Box 71524
1601 Nadeau Street
Los Angeles, California 90001
Grab bars

University of Illinois Press
54 E. Gregory
Champaign, Illinois 61801
Books; films; test materials & workbooks.

U.S. News & World Report Talking Magazine
2300 N Street, N.W.
Washington, D.C. 20037
Weekly news reports for blind

Jay L. Warren, Inc.
721 W. Belmont Avenue
Chicago, Illinois 60657
Medical electronics designed for better hearing

Webster Division/McGraw-Hill
Manchester Road
Manchester, Missouri 63011
Books & craft materials.

Western Publishing Company, Inc.
850 Third Avenue
New York, New York 10022
Books & manipulative materials.

John Wiley & Sons, Inc.
605 Third Avenue
New York, New York 10016
Professional books.

H. Wilson Corporation
555 West Taft Drive
South Holland, Illinois 60473
Listening material.

Winfield Co., Inc.
3062 46th Avenue, North
St. Petersburg, Florida 33714
Grab bars, shower seats

The Zaner-Bloser Company
612 N. Park Street
Columbus, Ohio 43215
Handwriting textbooks & materials.

Zenith Radio Corp.
Auditory Instrument Division
6501 W. Grand Avenue
Chicago, Illinois 60635
Audiometers, electronic aids, phonorecords.

Department of Rehabilitation

ALPHABETIC LIST OF MOST OFTEN USED OCCUPATION CODES FOR CLIENTS REHABILITATED DURING FISCAL YEAR 1968-69

2194	Account recording occupations (currency sorter, accntg. clerk, insurance checker)
1601	Accountant (auditor)
1691	Administrative officer (administrative asst., cost engineer)
3698	Apparel Occupations (launderette attend., hatter, tumbler operator)
7238	Appliance repairman or assembler
7298	Assembler (chassis, electrical control, lamination stacker)
7068	Assembler (office mach., plumbing hardware, vending machine)
8068	Assembler & installer (auto. access., door assembler, mobile home)
3558	Attendant (ambulance, child care, physical therapy)
3548	Attendant (practical nurse, first-aide, midwife)
9158	Attendant (service station, park. lot, garageman)
8073	Automobile body repairman
6208	Automobile Services (bonder, wrecker, mech.)
3303	Barber
3128	Bartender
9134	Bus driver
1871	Business agent (director, manager, superintendent)
8603	Carpenter (boatbuilder, framing, tank builder)
1951	Caseworker (social, family, welfare)
2113	Cashier (clerical)
2994	Cashier-Checker
3598	Chaperon (escort, chauffeur, nursery school teacher)
3818	Cleaner (charwoman, porter)
2193	Clerk (account, checker, general statistical)
2095	Clerk (addresser, typist, price)
2373	Clerk (appointment, recept., information)
2103	Clerk (audit, bookkeeper, medical)
2223	Clerk (booking, receiving, money)
2493	Clerk (court, counter, credit)
2063	Clerk (file, record, classification)
2093	Clerk (justowriter operator, classified ad, mortgage, typist)
2226	Clerk (mail sorter, receiving checker, shipping checker)
2233	Clerk (stock, parts, inventory)
8698	Construction worker (signalman, fence erector, mortar mixer)
3153	Cook (camp, institution, mess)
3133	Cook (hotel, restaurant)
3322	Cosmotologist
0451	Counselor (vocational, medical, educational)
2133	Data Processing Equip. Operator (card-tape converter, digital computer)
2135	Data Processing Equip. Operator (key punch, verifier)
1420	Designer (display, set decorator, furniture)
0172	Draftsman (designer, detailer, illustrator)
0912	Educational therapist (secondary school teacher, speech teacher)
0032	Electrical draftsman
0031	Electrician or engineer
7262	Electronic assembler-technician
7267	Electronics assembler
6163	Fabricating machine occupations (loom setter, set-up man, welder)
7398	Fabrication and repair of products made from Assorted Materials (leather, glass, jewelry, furn.)
7123	Fabrication of dental instrum., (dental lab. tech., hearing aid inspector, denture set-up man)
4218	Farm hand
1861	Finance, Insurance, and Real Est. Managers & Officials (controller, bank cashier, etc.)
3118	Food Service (bus boy, car hop, waitress)
4048	Fruit Farming Occupations (picker, tree pruner, harvester operator)
4078	Gardener (greenskeeper, grounds keeper, camp ground caretaker)
2904	Groceryman
3728	Guard (armored car, immigration, flagman)
5999	Homemaker
2423	Hotel Clerk
3211	Housekeeper
3238	Houseman or maid (hotel, motel, beauty parlor)
3828	Janitor
3186	Kitchen help (dishwasher, utility, garbageman)
3618	Laundryman (washer, starcher)
3201	Lodging facility manager
6002	Machinist (instrument maker, model maker, patternmaker)
6382	Machinist (technician, erector, mechanic)
3068	Maid
2315	Mail Clerk
6202	Maintenance (automotive, brakeman, tune-up)
8993	Maintenance man
3048	Man-of-all-work
9298	Materials handling (foreman, bailing machine operator, yard laborer)
6203	Mechanic (automobile, motorcycle, trans.)
0793	Medical Services (dental assist., orthoptist, practical nurse)
2308	Messenger (telegraph, delivery boy, copy boy)
7058	Metal work (buffer, filer, grinder)
6198	Metal worker (banding machine operator, forge helper, machine feeder)
9228	Moving & storage (dumper, bin filler, loader)
1520	Music occupation (choirmaster, director, musician)
0753	Nurse (anethetist, general duty, office)
3078	Nursemaid
6999	Occupations indigenous to sheltered workshops)
9208	Packager (crate liner, carton packaging machine operator, packer)
8407	Painter
2323	Post office clerk
5298	Processor of Food, tobacco & related products (froz. pie maker, cheese cutter, cannery worker)
0201	Programmer (statistician, analyst)
8278	Refrigeration equip. (air-conditioning installer, air-condition assembler, elect. appliance set-up man)
7202	Repairman (T.V., radio, tape recorder)
2923	Routeman (newsdealer deliveryman, sales-man-driver)
2803	Salesman (aircraft, automobile parts, motor vehicles)
2743	Salesman (floor covering, housefurnishing, furniture)
2893	Salesman (house-to-house, publications, parts)
2503	Salesman (real estate, memorial counselor, building consultant)
2894	Salesperson (flying squad, general)
2013	Secretary (clerical)
6332	Serviceman (business machines, statistical machines, cash registers)
7877	Sewing machine operators (carpet sewer, mender, binder)
3143	Short order cook
2933	Solicitor (contribution, goodwill ambassador, membership)
8998	Structural Work (diver helper, highway maintenance, sewer pipe cleaner)
0942	Teacher (blind, deaf, handicapped)
0922	Teacher (elementary, kindergarten)
8282	Technician or mechanic (electronics, radioactivity, maintenance)
2358	Telephone operators (clerk, information, answering service)
8063	Transportation equipment assembler (aircraft, electro-mechanical, assembly inspector)
9198	Transportation operator (delivery man, motorman, teamster)
9058	Truck driver (heavy, armored car, water)
9068	Truck driver (light, mail, food service)
2035	Typist (vari-typist, teletype, general)
7999	Unpaid family worker
7803	Upholsterer (automobile, furniture)
7808	Upholstering & Fabrication of Mattresses & Bedsprings (auto seat cover and convertible top installer, casket liner, cushion maker)
8108	Welder (arc, atomic, gun)
8128	Welder (combination, production line)
1851	Wholesale and Retail Trade Managers and Officials (commissary man, manager, wholesaler)

Field Support Services 70-11-10
November 30, 1970

CALIFORNIA STATE DEPARTMENT OF REHABILITATION

Clients Rehabilitated During Fiscal Year 1968-69

Major Disabling Condition by Occupation at Closure a/

Occupation at closure	All rehabil-itations	Legally blind	Other visual	Hearing impair-ments	Ortho-pedic	Psychotic	Alco-holism	Drug addiction	Other mental illness	Mental retar-dation	All others
Total, all clients.	14,450	327	417	569	3,779	836	2,494	101	2,218	1,161	2,548
I. Non-industrial occupations. . . .	7,493	128	219	261	1,989	533	1,153	46	1,179	578	1,407
A. Prof., tech., managerial total	1,567	47	37	36	507	72	317	14	215	6	316
Architecture, engineering	201	2	4	7	68	10	50	1	25	0	34
Math, physical sciences	84	8	1	5	21	0	16	0	12	0	21
Life sciences	53	3	0	1	15	3	9	3	11	0	8
Social sciences	6	0	0	0	2	0	1	0	2	0	1
Medicine, health.	212	4	3	3	51	17	28	0	56	1	49
Education	193	4	5	6	71	14	22	1	20	1	49
Museum, library	20	0	0	1	4	2	4	0	1	0	8
Law and jurisprudence	17	1	0	0	5	0	6	0	1	0	4
Religion, theology.	10	0	0	0	5	0	1	0	1	2	1
Writing	31	5	0	1	6	4	7	2	2	0	4
Art	66	0	2	4	21	2	16	0	10	0	11
Entertainment, recreation	59	5	3	1	21	2	11	1	7	0	8
Admin. specializations.	189	3	3	2	64	5	56	2	17	1	36
Managers and officials, N.E.C. .	281	8	12	3	105	8	67	2	27	1	48
Misc. prof., tech. & managerial .	145	4	4	2	48	5	23	2	23	0	34
B. Clerical & sales total	2,782	38	74	128	822	233	341	13	460	114	559
Steno., type., filing, etc. . . .	760	19	27	29	174	83	50	5	162	24	157
Computing, account-recording. . .	704	6	11	62	245	52	62	2	110	9	145
Material, production-recording. .	314	1	13	10	102	19	39	3	42	27	58
Info. & message distribution. . .	346	3	8	16	80	42	39	2	54	40	62
Miscellaneous clerical.	197	0	4	4	68	11	20	0	33	4	53
Salesmen, services.	134	2	0	2	51	2	42	0	10	1	24
Salesmen, salespersons.	92	1	2	0	27	7	20	0	14	2	19
Merchandising	235	6	9	5	75	17	39	1	35	7	41
C. Service total.	2,826	37	88	90	571	211	436	18	470	426	479
Domestic service.	233	2	15	5	33	19	57	0	19	51	32
Food service.	670	19	15	22	101	40	123	8	118	120	104
Lodging, etc.	186	2	5	6	43	14	39	1	13	35	28
Barbering, cosmetology.	378	0	6	12	112	23	29	2	101	4	89
Amusement and recreation.	30	1	2	0	7	0	5	1	9	1	4
Misc. personal service.	525	5	16	10	85	72	62	1	120	60	94
Apparel	223	3	2	15	25	17	28	2	39	55	37
Protective service.	141	0	5	4	55	4	23	1	13	3	33
Building.	440	5	22	16	110	22	70	2	38	97	58

a/ No prorations have been made of clients whose disability or occupation was not reported. Clients with unreported occupations are included in the line "Miscellaneous or Unreported" and clients with unreported disabilities are reported in the column "All others".

November 30, 1970

CALIFO . STATE DEPARTMENT OF REHABILITATION

Clients Rehabilitated During Fiscal Year 1968-69

Major Disabling Condition by Occupation at Closure

Occupation at closure	All rehabil-itations	Legally blind	Other visual	Hearing impair-ments	Ortho-pedic	Psychotic	Alco-holism	Drug addiction	Other mental illness	Mental retar-dation	All others
D. Farming, fishery, etc. total .	318	6	20	7	89	17	59	1	34	32	53
Plant farming	210	3	16	5	59	12	36	0	24	23	32
Animal farming.	39	2	0	1	9	3	7	0	4	4	9
Miscellaneous farming	51	1	3	1	14	2	15	0	5	4	6
Fishery	9	0	0	0	5	0	1	1	1	0	1
Forestry.	5	0	1	0	1	0	0	0	0	1	2
Hunting, trapping	2	0	0	0	0	0	0	0	0	0	2
Agricultural service.	2	0	0	0	1	0	0	0	0	0	1
II. Industrial occupations	5,165	58	143	262	1,425	206	921	47	867	351	885
A. Processing, total	355	2	11	13	76	16	74	2	57	43	61
Skilled	45	0	0	1	9	0	11	0	8	6	10
Semi-skilled.	71	0	2	4	17	1	11	1	12	8	15
Unskilled	239	2	9	8	50	15	52	1	37	29	36
B. Machine trades, total.	1,115	9	43	54	364	30	191	10	198	32	184
Skilled	745	7	34	24	262	11	131	7	130	14	125
Semi-skilled.	128	1	5	7	38	8	28	1	17	6	17
Unskilled	242	1	4	23	64	11	32	2	51	12	42
C. Bench work, total.	1,225	24	17	91	346	76	116	6	190	114	245
Skilled	425	6	2	17	[illegible]	18	58	0	59	6	105
Semi-skilled.	226	6	3	23	[illegible]	14	13	1	35	9	53
Unskilled	574	12	12	51	123	44	45	5	96	99	87
D. Structural total	1,345	9	43	53	366	32	300	25	262	53	202
Skilled	617	7	26	17	162	9	156	13	101	13	113
Semi-skilled.	132	0	1	7	29	3	44	1	28	5	14
Unskilled.	596	2	16	39	175	20	100	11	133	35	75
E. Miscellaneous, total	1,125	14	29	51	273	52	240	4	160	109	193
Skilled	145	3	4	10	41	5	[illegible]	0	[illegible]	7	24
Semi-skilled.	96	4	0	1	25	7	23	1	13	2	20
Unskilled	884	7	25	40	207	40	175	3	138	100	149
III. Special occupations	1,233	133	41	33	183	79	279	3	104	220	158
Homemakers.	845	99	33	27	143	38	257	1	83	44	120
Sheltered workshop.	270	5	3	4	30	40	3	2	15	139	29
Unpaid family work.	88	9	3	2	10	1	14	0	4	37	8
Vending stand oper.	30	20	2	0	0	0	5	0	2	0	1
IV. Misc. or Unreported	559	8	14	13	182	18	141	5	68	12	98

STATE OF CALIFORNIA
VOCATIONAL EDUCATION
ENROLLMENTS AND EXPENDITURES BY INSTRUCTIONAL PROGRAM
1969-70 F. Y.

1/11/72

Instructional Program	TOTAL Enroll-ments	TOTAL Expenditures	SECONDARY Enroll-ments	SECONDARY Expenditures	COMMUNITY COLLEGES Enroll-ments	COMMUNITY COLLEGES Expenditures	ADULT Enroll-ments	ADULT Expenditures	DISADVANTAGED Enroll-ments	DISADVANTAGED Expenditures	HANDICAPPED Enroll-ments	HANDICAPPED Expenditures	Teachers
Agriculture	39,552	$ 10,703,271	23,994	$ 7,846,670	8,518	$ 2,624,553	2,040	$ 232,048	(4,230)	($ 444,678)	(771)	($ 119,184)	665
Distribution	53,965	15,332,641	8,629	10,292,384	33,130	3,741,702	12,206	1,298,555	(4,159)	(448,537)	(294)	(12,655)	1,312
Health	27,087	17,281,405	2,063	4,622,966	17,812	11,354,007	7,212	1,304,432	(2,721)	(663,849)	(253)	(19,731)	1,144
Home Economics (Gainful)	17,264	4,355,532	5,228	1,752,513	8,601	1,721,803	3,435	881,216	(2,524)	(447,235)	(330)	(211,646)	693
Consumer and Homemaking	187,371	23,604,082	140,395	22,377,943	9,517	650,128	37,459	576,011	(26,745)	none	(2,456)	none	1,824
Office	303,053	52,791,973	140,860	30,879,569	96,319	16,657,672	65,874	5,254,732	(30,177)	(4,045,309)	(2,117)	(213,955)	5,518
Technical	45,159	14,227,455	1,399	528,592	38,541	11,868,741	5,219	1,830,122	(1,913)	(468,187)	(285)	(150,315)	1,590
Trade and Industrial	191,209	45,574,013	39,419	17,741,922	90,701	21,739,931	61,089	6,092,160	(16,306)	(3,394,595)	(2,556)	(969,751)	6,007
Other	43,350	18,920,454	41,338	13,267,104	1,897	5,338,053	115	315,297	(6,746)	(2,706,166)	(1,452)	(1,342,519)	-0-
TOTALS	908,010	$202,790,826	408,325	$109,309,663	305,036	$75,696,590	194,649	$17,784,573	(95,521)	($12,618,556)	(10,514)	($3,039,756)	18,753

Mr. Steve Fasteau
2/14/72

Voc Educ News
Vol 8, No 2
Feb. 1972

STATE OF CALIFORNIA
VOCATIONAL EDUCATION
ENROLLMENTS AND EXPENDITURES BY INSTRUCTIONAL PROGRAM
1970-71 F. Y.

1/11/72

	TOTAL		SECONDARY		COMMUNITY COLLEGES		ADULT		DISADVANTAGED		HANDICAPPED		
Instructional Program	Enroll-ments	Expenditures*	Enroll-ments	Expenditures*	Enroll-ments	Expenditures*	Enroll-ments	Expenditures*	Enroll-ments	Expenditures*	Enroll-ments	Expenditures*	Teachers
Agriculture	48,615	$ 11,238,435	34,882	$ 8,239,004	9,723	$ 2,755,781	4,010	$ 243,650	(5,885)	($ 466,912)	(1,047)	($ 125,143)	722
Distribution	67,237	16,099,273	9,606	10,807,003	34,672	3,928,787	22,959	1,363,483	(6,075)	(470,964)	(785)	(13,288)	1,390
Health	37,226	18,145,475	3,075	4,854,114	21,885	11,921,707	12,266	1,369,654	(5,947)	(697,041)	(529)	(20,718)	1,389
Home Economics (Gainful)	25,573	4,573,309	8,946	1,840,139	10,400	1,807,893	6,227	925,277	(4,192)	(469,597)	(479)	(222,228)	574
Consumer and Homemaking	209,687	24,784,286	159,686	23,496,840	12,214	682,634	37,787	604,812	(31,925)	none	(2,993)	none	2,353
Office	419,710	55,431,572	185,498	32,423,547	109,714	17,490,556	124,498	5,517,469	(53,107)	(4,247,574)	(6,196)	(224,653)	6,100
Technical	51,127	14,938,828	1,011	555,022	35,836	12,462,178	14,280	1,921,628	(4,596)	(491,596)	(717)	(157,831)	1,636
Trade and Industrial	275,182	47,852,714	77,140	18,629,018	96,548	22,826,928	101,494	6,396,768	(46,557)	(3,564,325)	(36,055)	(1,018,239)	6,383
Other	83,674	19,866,477	74,068	13,930,459	7,572	5,604,956	2,034	331,062	(16,069)	(2,841,474)	(2,627)	(1,409,645)	367
TOTALS	1,218,031	$212,930,369	553,912	$114,775,146	338,564	$ 79,481,420	325,555	$18,673,803	(174,353)	($13,249,483)	(51,428)	($ 3,191,745)	20,914

* Expenditure shown for the 1970-71 fiscal year are estimated, all district claims have not been received and actual expenditures for the year are not available.

STATE OF CALIFORNIA
ENROLLMENTS BY INSTRUCTIONAL PROGRAM
1970-1971 F. Y.

1/21/72

		Total	Disadvantaged	Handicapped	Elem. & Sec.	Post Sec.	Adult	Apprenticeship	Work Study	Cooperative B	Cooperative G
Agriculture	Male	41,878	5,123	890	29,801	8,662	3,415	5	210	284	256
	Female	6,737	762	157	5,081	1,061	595		23	43	27
		48,615									
Distributive	Male	42,094	3,521	510	4,294	22,764	15,036	1	109	1,437	1,144
	Female	25,143	2,554	275	5,312	11,908	7,923	0	58	1,093	566
		67,237									
Health	Male	4,395	702	127	252	3,297	846	0	9	129	19
	Female	32,831	5,245	402	2,823	18,588	11,420	0	56	545	184
		37,226									
Comprehensive Homemaking	Male	11,464	1,611	306	8,717	912	1,835	0	5	0	2
	Female	198,223	30,314	2,687	150,969	11,302	35,952	0	81	799	21
		209,687									
Occupational Homemaking	Male	2,792	554	137	1,746	666	380	0	11	27	45
	Female	22,781	3,638	342	7,200	9,734	5,847	4	64	493	224
		25,573									
Office	Male	110,892	12,627	2,531	29,563	50,674	30,655	227	99	1,876	739
	Female	308,818	40,480	3,665	155,935	59,040	93,834	138	737	2,538	908
		419,710									
Technical	Male	47,194	4,261	651	661	33,448	13,085	789	88	285	589
	Female	3,933	335	66	350	2,388	1,195	0	25	85	87
		51,127									
Trade & Industrial	Male	246,310	40,829	35,098	73,384	83,486	89,440	24,710	413	1,990	2,593
	Female	28,872	5,728	957	3,756	13,062	12,054	270	35	436	211
		275,182									
Work Experience	Male	47,433	9,255	1,620	40,567	5,667	1,199	218	153	1,642	1,639
	Female	36,241	6,814	1,007	33,501	1,905	835	0	262	1,051	694
		83,674									
Total	Male	554,452	78,483	41,870	188,985	209,576	155,891	25,950	1,097	7,670	7,026
	Female	663,579	95,870	9,558	364,927	128,988	169,655	412	1,341	7,083	2,922
		1,218,031									
TOTAL		1,218,031	174,353	51,428	553,912	338,564	325,546	26,362	2,438	14,753	9,948

Appendix G

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CALIFORNIA COMMUNITY COLLEGES
EDUCATIONAL PROGRAMS
FOR THE HANDICAPPED

WORKSHOP AGENDA, STAFF, NOTES
PARTICIPANT MATERIALS

SOUTHERN WORKSHOP
Anaheim Hyatt House
February 24-25, 1972

NORTHERN WORKSHOP
San Jose Hyatt House
March 2-3, 1972

WORKSHOP HOSTS

John R. McKinley Chabot College	Richard E. Whiteman Cerritos College

CALIFORNIA COMMUNITY COLLEGES
EDUCATIONAL PROGRAMS
FOR THE HANDICAPPED

ENABLER WORKSHOP AGENDA

DAY ONE

Time	Title	Description
7:30	Registration Activities	
8:30	Pretest	
9:00	Welcome, Introduction	Opening remarks including a statement of purpose, an introduction to the workshop staff, a review of the workshop schedule and the format to follow.
9:30	Overview: Problem Situation and Solution Concept	A presentation with general discussion focusing attention upon the present problems experienced in responding to the educational needs of the handicapped, followed by a presentation of the concept of the enabler as a solution to those problems. A description of the analyses conducted to derive the enabler task implementation and coordination skill demands. A statement concerning the enabler's role as a program manager.
10:20	Break	
10:30	Program Planning	A presentation covering the process of planning for the successful design and implementation of programs.
10:50	Identification of the Handicapped	A presentation and participant task exercise developing an understanding of the handicapped student.
11:45	Lunch	
1:00	Coordination of Resources	A presentation and participant task exercise describing and experiencing the process of organizing resources for program development and implementation. A description of the nature of the resources--human, published, and funding--typically available to the enabler.

2:10	Funding Resource Utilization	A presentation describing creative uses of funding resources.
2:30	Data Requirements	A presentation and participant task exercise describing and experiencing participants in identifying data requirements for program planning.
3:15	Break	
3:30	Forecasting Techniques	A presentation and participant task exercise in the specific skills which enable participants to forecast the needs of handicapped students on their campuses.
4:45	Summary	
5:00	Social Hour	
6:00	Dinner	
7:15	Special Workshops	1. Applying for state funds. 2. Exemplary programs for handicapped students in community colleges. 3. Merchandise exhibit of special interest to enablers of programs for the handicapped.

ENABLER WORKSHOP AGENDA

DAY TWO

Time	Title	Description
7:00	Breakfast	
8:00	Job Performance Requirements Analysis	A presentation and participant task exercise describing and practicing the application of analytic techniques for deriving job performance requirements.
9:20	Career Choice for the Handicapped	A description of the impact of an individual's handicap on job performance and career choice.
9:50	Break	
10:05	Derivation of Instructional Programs	A presentation and participant task exercise describing and practicing the derivation of instructional programs responding to a set of job performance requirements.
11:25	Reducing Educational Barriers for the Handicapped	A presentation describing the impact of an individual's handicap on instructional requirements and facilities.
12:00	Lunch	
1:00	Program Evaluation	A presentation and participant task exercise describing effective techniques to evaluate program effectiveness.
2:10	Program Management	A presentation reviewing the enabler's role as a program manager, including description of the coordination and implementation skills required to enable special vocational education programs for handicapped students.
2:30	Post test, Summarization and Conclusion	A discussion to conclude the workshop activities.

CALIFORNIA COMMUNITY COLLEGES
EDUCATIONAL PROGRAMS
FOR THE HANDICAPPED

Objectives of the Project:

1. To identify a vocational educator on each community college campus for training as a special vocational education enabler.

2. To provide inservice training for the enablers in planning programs for handicapped students enrolled in the community colleges.

3. To provide a cadre of resource staff to act as trainers during the initial workshops and to help in campus program planning and implementation.

4. To provide resource materials to support the functioning of an enabler in each California Community College.

CALIFORNIA COMMUNITY COLLEGES
EDUCATIONAL PROGRAMS
FOR THE HANDICAPPED

Objectives of the Workshop:

1. To acquaint enablers with the problems of providing services to handicapped students.

2. To provide systematically-derived solutions.

3. To provide an opportunity for enablers to develop a plan of action for planning programs for handicapped students on their own campuses after the workshop.

4. To utilize resource staff of the project as trainers at the workshop.

PROGRAM STAFF

JOHN R. MCKINLEY — VEA Project Director
Dean of Instruction
Chabot College

In addition to his other responsibilities, John has over all responsibility for the educational program for the handicapped students at Chabot College. He earned his Masters degree in Political Science from the University of California at Berkeley.

RICHARD E. WHITEMAN — EPDA Project Director
Dean of Vocational Education
Cerritos College

In addition to his other responsibilities, Dick is coordinator for the physically handicapped education program at Rancho Los Amigos Hospital. His undergraduate study was in engineering and he has earned a Masters degree in Education at the University of Southern California.

JOHN H. KEARNEY — EPDA Project Coordinator
EPDA Project Coordinator
Cerritos College

Having spent several successful years in the private sector, Jack is presently engaged on a full time basis at Cerritos College coordinating activities on this EPDA project. He has attended George Washington University and San Fernando Valley State College.

ROBERT S. BOLAN — Workshop Staff Supervisor
Executive Vice President
General Manager
The Eckman Center

Bob has been directing project activity on this and other projects at The Eckman Center, having previously been Assistant Professor and Director of Career Planning and Placement at the University of Southern California. His undergraduate education was in mathematics and he has completed a Masters degree in Education at the University of Southern California.

FRANCISCA B. BALDWIN
Teacher-Coordinator for Handicapped Students
Pasadena City College

Fran is the campus wide coordinator meeting the educational needs for handicapped students at Pasadena City College. Her undergraduate training was in psychology and she has earned a Masters degree in Special Education from California State College, Los Angeles.

PAUL BEDDOW
Counselor and Facilitator for Handicapped Students
San Jose Community College

Paul is currently involved in counseling, program development, community development and support services to faculty for handicapped students. Paul's undergraduate training is in Psychology and his Masters degree is in Rehabilitation Counseling.

JAMES L. COSTANZA
President
The Eckman Center

Jim has been highly influential in designing training and research programs meeting the needs of specific groups of professional individuals. His undergraduate education and college teaching experience were at the University of California at Berkeley; his Doctorate was earned at the Case Institute.

MARY E. JENSEN
Coordinator of Instructional Development
Santa Ana College

Mary's responsibilities currently entail assisting with instructional program planning and development with specific emphasis on handicapped programs. Her undergraduate education is in nursing and her Doctorate in Education was earned at UCLA.

NINA D. JONES
Program Associate
The Eckman Center

Nina is involved in the development and conduct of inservice training for vocational educators. She comes to The Eckman Center with many years experience in education and manpower development. She was recently part of a nation-wide evaluation of vocational training under the Manpower Development and Training Act. She has a Masters degree from Stanford.

JAY KANOW
Program Assistant
The Eckman Center

Prior to joining The Eckman Center as a Program Assistant, Jay spent seven years teaching at the community college and state college level. He also has experience in research and development in human relations. His educational background includes a B. A. from UCLA and a M. A. from California State College, Los Angeles.

H. "LES" MC CABE
Coordinator of Career Programs
Merced Junior College

Les is heavily involved in the development, implementation and evaluation of vocational education programs throughout the state. He earned his Bachelors and Masters degrees at the University of California at Davis.

ARLEEN MYERS
Instructor, Coordinator
Cerritos College

Arleen directs the vocational education program conducted by Cerritos College at Rancho Los Amigos Hospital for the physically handicapped. Her academic preparation and teaching credentials have been in the field of business education.

GIL RIBERA
Chairman, Business Division
Chabot College

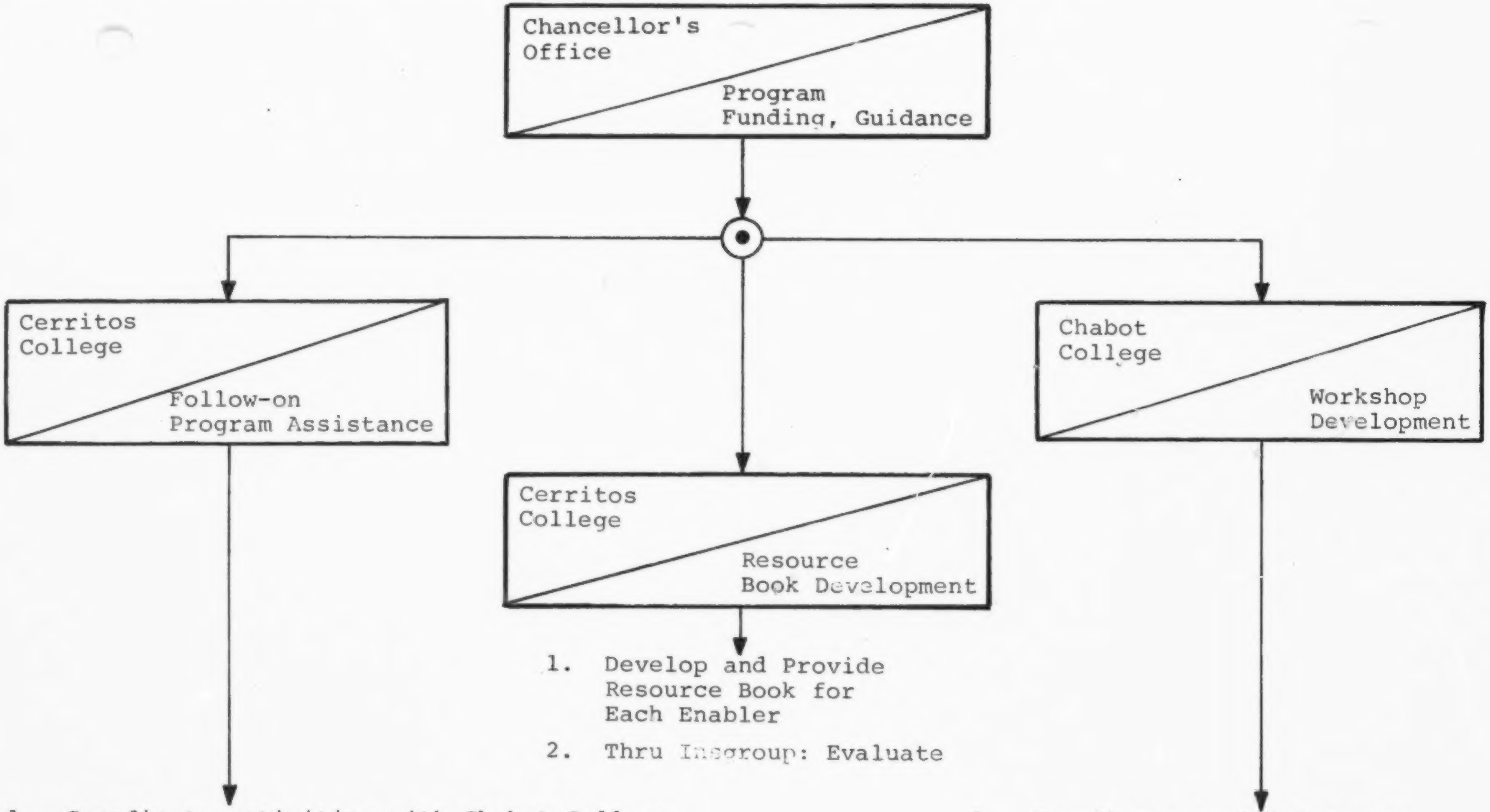
Gil has been a teacher of business education at Chabot College for the past eight years. He has recently assumed responsibility for coordinating programs for the handicapped at the College in conjunction with his chairmanship of the Business Division. His Masters degree is in Business Education.

ROBERT C. SALYER
Director of Research
The Eckman Center

Bob has been involved with developing and conducting programs in industry and education for several years. He has taught at Chaffey College and been Associate Dean for Research in the State College Chancellor's Office. His Doctorate in Business Education was earned at UCLA.

RONALD E. SMITH
Vice President
Director of Public Relations
The Eckman Center

Ron has been heavily involved in recent inservice training programs for special educators in the State of California. Previously, he developed extensive experience in the field of personnel management. His Bachelors degree was earned at Michigan State University.


Chancellor's Office
Program Funding, Guidance
Cerritos College
Follow-on Program Assistance
Cerritos College
Resource Book Development
Chabot College
Workshop Development

Cerritos College – Resource Book Development

1. Develop and Provide Resource Book for Each Enabler
2. Thru Insgroup: Evaluate

Cerritos College – Follow-on Program Assistance

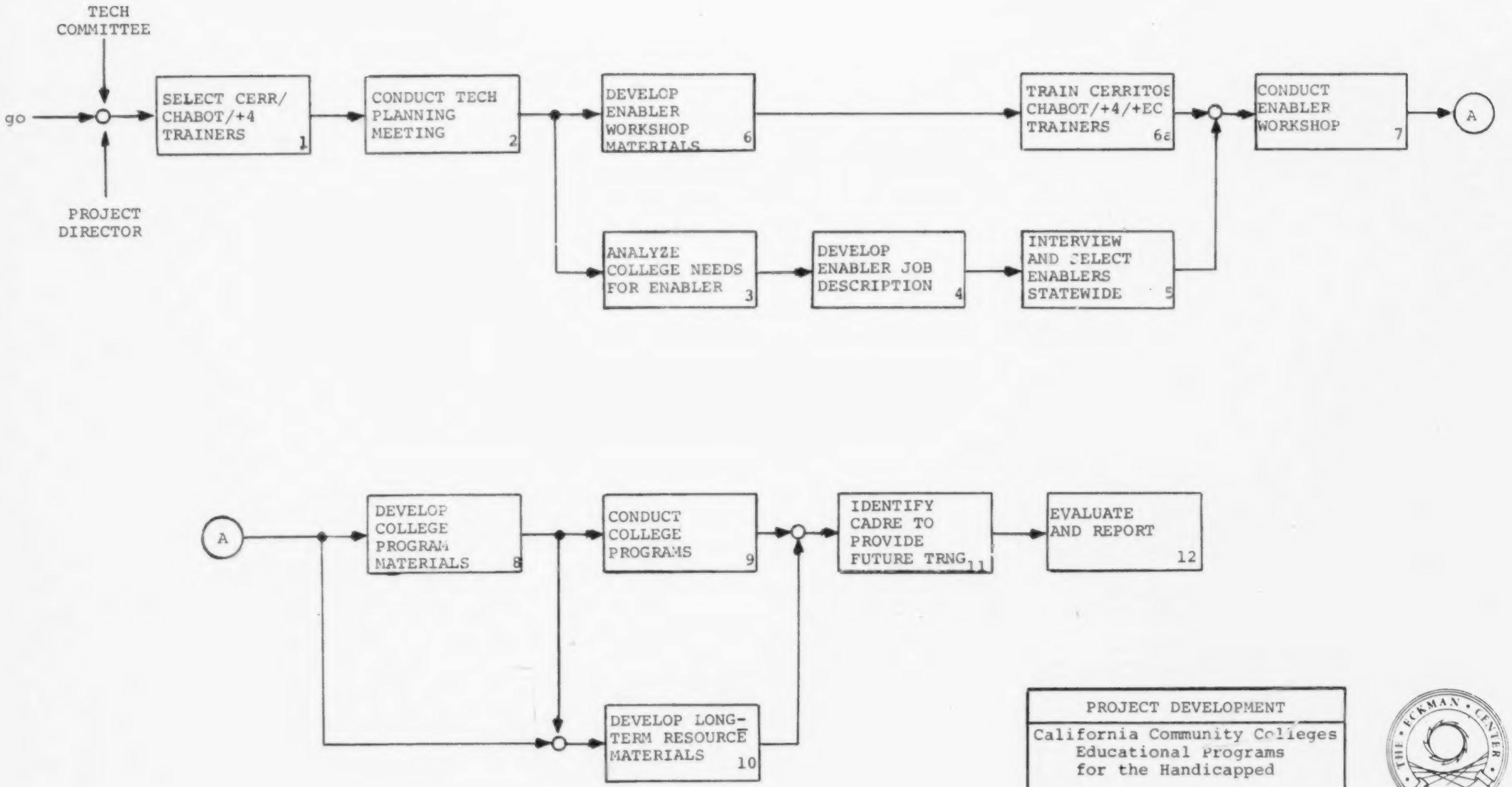
1. Coordinate activities with Chabot College
2. Recruit and Select Trainers
3. Provide workshop logistic arrangements
4. Provide post-workshop technical assistance to trainers
5. Thru trainers: provide post- workshop technical assistance to enablers' campus program development
6. Thru Insgroup: Evaluate
7. Report

Chabot College – Workshop Development

1. Coordinate activities with Cerritos College
2. Thru Eckman Center:
   a. Conduct needs analysis
   b. Train trainers
   c. Develop, supervise conduct of, and evaluate workshop
   d. Report

PROGRAM ORGANIZATION

California Community Colleges
Educational Programs
for the Handicapped


TECH COMMITTEE
go
PROJECT DIRECTOR
SELECT CERR/ CHABOT/+4 TRAINERS 1
CONDUCT TECH PLANNING MEETING 2
DEVELOP ENABLER WORKSHOP MATERIALS 6
TRAIN CERRITOS CHABOT/+4/+EC TRAINERS 6a
CONDUCT ENABLER WORKSHOP 7
A
ANALYZE COLLEGE NEEDS FOR ENABLER 3
DEVELOP ENABLER JOB DESCRIPTION 4
INTERVIEW AND SELECT ENABLERS STATEWIDE 5
A
DEVELOP COLLEGE PROGRAM MATERIALS 8
CONDUCT COLLEGE PROGRAMS 9
IDENTIFY CADRE TO PROVIDE FUTURE TRNG 11
EVALUATE AND REPORT 12
DEVELOP LONG-TERM RESOURCE MATERIALS 10

PROJECT DEVELOPMENT

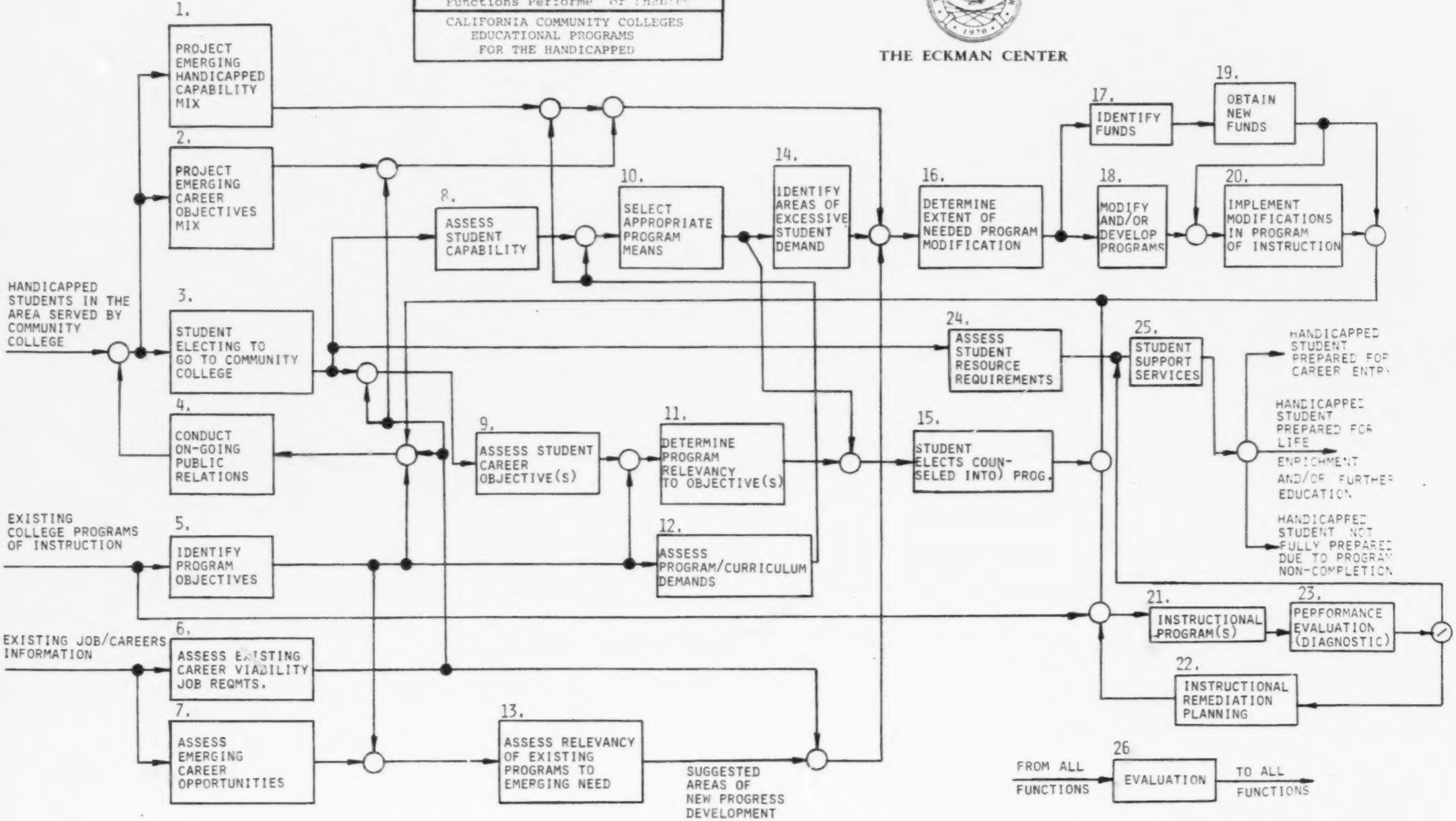
California Community Colleges
Educational Programs
for the Handicapped

November 3, 1971

SPECIAL VOCATIONAL EDUCATION ENABLER
Functions Performed or Enabled

CALIFORNIA COMMUNITY COLLEGES
EDUCATIONAL PROGRAMS
FOR THE HANDICAPPED

THE ECKMAN CENTER


HANDICAPPED STUDENTS IN THE AREA SERVED BY COMMUNITY COLLEGE
EXISTING COLLEGE PROGRAMS OF INSTRUCTION
EXISTING JOB/CAREERS INFORMATION
1. PROJECT EMERGING HANDICAPPED CAPABILITY MIX
2. PROJECT EMERGING CAREER OBJECTIVES MIX
3. STUDENT ELECTING TO GO TO COMMUNITY COLLEGE
4. CONDUCT ON-GOING PUBLIC RELATIONS
5. IDENTIFY PROGRAM OBJECTIVES
6. ASSESS EXISTING CAREER VIABILITY JOB REQMTS.
7. ASSESS EMERGING CAREER OPPORTUNITIES
8. ASSESS STUDENT CAPABILITY
9. ASSESS STUDENT CAREER OBJECTIVE(s)
10. SELECT APPROPRIATE PROGRAM MEANS
11. DETERMINE PROGRAM RELEVANCY TO OBJECTIVE(s)
12. ASSESS PROGRAM/CURRICULUM DEMANDS
13. ASSESS RELEVANCY OF EXISTING PROGRAMS TO EMERGING NEED
SUGGESTED AREAS OF NEW PROGRESS DEVELOPMENT
14. IDENTIFY AREAS OF EXCESSIVE STUDENT DEMAND
15. STUDENT ELECTS COUNSELED INTO) PROG.
16. DETERMINE EXTENT OF NEEDED PROGRAM MODIFICATION
17. IDENTIFY FUNDS
18. MODIFY AND/OR DEVELOP PROGRAMS
19. OBTAIN NEW FUNDS
20. IMPLEMENT MODIFICATIONS IN PROGRAM OF INSTRUCTION
21. INSTRUCTIONAL PROGRAM(S)
22. INSTRUCTIONAL REMEDIATION PLANNING
23. PERFORMANCE EVALUATION (DIAGNOSTIC)
24. ASSESS STUDENT RESOURCE REQUIREMENTS
25. STUDENT SUPPORT SERVICES
HANDICAPPED STUDENT PREPARED FOR CAREER ENTRY
HANDICAPPED STUDENT PREPARED FOR LIFE ENRICHMENT AND/OR FURTHER EDUCATION
HANDICAPPED STUDENT NOT FULLY PREPARED DUE TO PROGRAM NON-COMPLETION
FROM ALL FUNCTIONS
26 EVALUATION
TO ALL FUNCTIONS

The attached survey instrument will provide valuable input to a program being developed for California Community Colleges. A number of functions have been identified that one might find occurring on a typical campus in the delivery of vocational education. In each instance, a function should be interpreted in its relationship to handicapped student(s).

Please use the rating scales that follow in responding to columns 1 and 2. Respond to columns 3 and 4 as appropriate. All responses will be treated as completely confidential.

RATING SCALES

1. Extent of Activity
    1. Function not part of current program
    2. Function performed to a moderate degree
    3. Function performed to a degree adequate to meet current need
2. Resource* Requirements
    1. Need considerable increase in resources to implement this function
    2. Need moderate increase in resources to implement this function
    3. No need, or limited need, for increased resources

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*Resource - funds, staff time, new job description (s), facilities and equipment

RELATING TYPICAL CO[illegible]NITY COLLEGE FUNCTIONS TO HANDICAPPED STUDENTS

FUNCTIONS RELATED TO HANDICAPPED STUDENTS	1. EXTENT OF ACTIVITY*	2. RESOURCE REQUIREMENTS*	3. TITLE OF PERSON(S) CURRENTLY RESPONSIBLE FOR PERFORMING THIS FUNCTION	4. EXPLAIN HERE IF STAFF CHANGES ARE PLANNED FOR SPRING
8. Assessing job performance requirements for existing career opportunities				
9. Identifying emerging career opportunities				
10. Assessing the relevance of existing college programs to emerging career opportunities				
11. Assessing student's capability				
12. Assessing student's career objectives				
13. Assessing relevance of college program to student's objectives				
14. Identifying appropriate program means to enable student to meet his objectives (ongoing programs vs. modified/special programs)				
15. Assessing the extent of demand for college programs/curricula				
16. Identifying areas of excessive student demand				
17. Determining the extent of needed program modification and/or development				

RELATING TYPICAL COMMUNITY COLLEGE FUNCTIONS
TO HANDICAPPED STUDENTS

FUNCTIONS RELATED TO HANDICAPPED STUDENTS	1. EXTENT OF ACTIVITY*	2. RESOURCE REQUIREMENTS*	3. TITLE OF PERSON(S) CURRENTLY RESPONSIBLE FOR PERFORMING THIS FUNCTION	4. EXPLAIN HERE IF STAFF CHANGES ARE PLANNED FOR SPRING
18. Identifying existing funds (to enable program modification and/or development)				
19. Obtaining new funds				
20. Modifying existing programs and/or developing new programs				
21. Implementing modified or new program(s) of instruction				
22. Performing evaluation of student's achievement				
23. Planning and providing for remedial instruction				
24. Assessing student's need for resources and support services				
25. Providing support services				
26. Providing placement for student completing program				
27. Providing placement for student not completing program				
28. Providing for program evaluation				

RELATING TYPICAL COMMUNITY COLLEGE FUNCTIONS
TO HANDICAPPED STUDENTS

FUNCTIONS RELATED TO HANDICAPPED STUDENTS	1. EXTENT OF ACTIVITY*	2. RESOURCE REQUIREMENTS*	3. TITLE OF PERSON(S) CURRENTLY RESPONSIBLE FOR PERFORMING THIS FUNCTION	4. EXPLAIN HERE IF STAFF CHANGES ARE PLANNED FOR SPRING
1. Identifying capabilities of students already enrolled				
2. Forecasting capabilities of students who may enroll in the future				
3. Setting goals and objectives for the college				
4. Identifying program objectives				
5. Identifying career objectives of students already enrolled				
6. Forecasting career objectives of students who may enroll in the future				
7. Conducting public relations				

*See page 1 for rating scale.

29. If you were to receive a state mandate to provide certain new services and programs for the handicapped, to whom would you turn, among existing staff members, for assistance?

A. Name ______________________ Title ___________

30. Person completing this survey:

A. Name ______________________ Title ___________
Address ______________________________________
____
Phone __________________ Extension __________

Signed ____________________
President ____________________
(name of college)

Name ____________________

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IDENTIFICATION OF
THE HANDICAPPED

CALIFORNIA COMMUNITY COLLEGES
EDUCATIONAL PROGRAM FOR THE
HANDICAPPED

Objective: Participant will determine the best means for identifying handicapped students on his campus.

1. What specific information do you need to identify handicapped students on campus?

2. What sources of data already exist to help identify handicapped students on campus?

3. Suppose that, as is frequently the case, useful data for identifying handicapped students are not available. What would be the advantages and disadvantages of using the admissions process to identify handicapped students?

4. List alternative means of getting the information you need to identify handicapped students.

	Advantages	Disadvantages
1.		
2.		
3.		

5. What resources are available on campus to assist you in implementing the means for identifying students listed in "4" above?

6. Which of the means mentioned seems to be the best one for identifying handicapped students on your campus?

7. By what criteria may this activity of identifying handicapped students be evaluated?

BIRMINGHAM COMMUNITY COLLEGE

Profile: Serves a community of 80,000. Receives students from 10 high schools. Located 30 miles from a city of 250,000. Community has combined minority group population of 40%. College has experienced some financial difficulties. Has relatively small vocational education program.

	ROLE	DESCRIPTION	NAME OF PARTICIPANT
1.	Enabler	Part-time vocational counselor, part-time physical education instructor. Little exposure to problems of handicapped. Not much visibility on campus.	
2.	Dean of Vocational Education	Has expressed some concern about the needs of the handicapped, but doesn't know much about it.	
3.	Campus Counselor	High caseload of students. Primary orientation to academic transfer students.	
4.	Vocational Instructor	Chairman of Industrial Arts Dept. Excellent teacher but has strong reservations about capabilities of the handicapped within existing classes.	
5.	Job Placement Officer	Has not experienced great success in placing handicapped students, but is very concerned about the problem.	
6.	State Dept. of Rehabilitation	Has not previously worked with college; however, is very knowledgeable about the orthopedically handicapped.	
7.	Asst. Super. Instructional Services	Not well disposed towards vocational education. Wary of starting new programs. Very budget conscious.	
8.	Handicapped Student	Orthopedically handicapped. Has taken some interest in electronics but is unclear about vocational goal. Viet Nam veteran.	

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ADDITIONAL INSTRUCTIONS FOR THE "ENABLER" ROLE

1. You have recently been appointed "Enabler" at Birmingham Community College. A week ago you distributed a memo to seven possible resource persons asking them to attend an Ad Hoc meeting.

2. The state of California has indicated that it would react favorably to a proposal from the college for two classes of 15 orthopedically handicapped students.

3. The purpose of your meeting is to:
   --make this information known to your colleagues
   --determine the degree of cooperation you will receive
   --obtain suggestions for developing the program
   --formulate the next steps that you would take

Name ____________________

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COORDINATION OF RESOURCES

CALIFORNIA COMMUNITY COLLEGES EDUCATIONAL PROGRAM FOR THE HANDICAPPED

Objectives: Identify resources, enlist their services, and mobilize them into an action plan.

1. Does this group contain sufficient resources for developing a program?

   _____ yes _____ no

2. What additional on campus resources should be considered?

3. What additional off campus resources should be considered?

4. Which members of this group appear to be the most cooperative and/or valuable? Why? (Identify by job description)

5. Which members of this group appear to be the least cooperative and/or valuable? Why? (Identify by job description)

6. What are the additional constraints or considerations of this situation?

7. Was the enabler able to "sell" his program?

_____ Yes _____ No

Why or why not?

8. What plan was developed by the enabler for mobilizing resources? (Be specific)

9. How would you apply this simulated experience to your own campus?

PROPOSAL DEVELOPMENT CHECKLIST

HAVE YOU?

Idea Development

_____ 1) Discussed the idea with your colleagues in the agency or institution to see if they're interested in a project in this field? Made a preliminary check with administrators to see if they're willing to allow staff time for further planning and development?

_____ 2) Conducted a needs assessment?

_____ 3) Identified related research and gathered relevant statistical data both locally and nationally? Contacted other communities that have had experience with similar projects?

_____ 4) Met with other agencies or groups in the community to see if they are interested in participating in the project in some way or are supportive of its goals?

_____ 5) Discussed the idea with potential participants or sampled the opinions of the population to be served?

_____ 6) Prepared an initial draft of the project idea and circulated this to key support groups (including relevant state agencies) plus your board of directors or the top-level policy making body?

Funding Identification

_____ 1) Consulted federal program catalogs, talked to local and state funding experts or others knowledgeable in the field to get the names of private foundations, federal agencies, or other potential sources of funds?

_____ 2) Contacted these potential sources of funds to get additional information about their interests, programs, and operating styles?

_____ 3) Prepared an initial letter or abstract and submitted it to these sources for review and comment?

_____ 4) Analyzed the responses and selected one or two most likely sources and secured all of the necessary application information? Determined refunding procedures and begun preliminary planning?

HAVE YOU?

Proposal Development

_____ 1) Identified the individuals who will prepare the proposal and be the project director? This may be done during the idea development if appropriate.

_____ 2) Identified and contacted other persons, within your agency or other local agencies, willing to help with the proposal formation?

_____ 3) Developed a timetable for the proposal development process?

_____ 4) Prepared a second draft of the project idea and circulated it to key individuals in your agency, any local or state groups involved in a clearance role, and your board of directors? Determined whether you should send this draft to the funding source for review and comment?

_____ 5) Asked one or two people to read the proposal for clarity of content, style, and grammar?

Agency Review and Submission

_____ 1) Identified all of the local, state, or regional groups involved in the review process and determined their policies and requirements?

_____ 2) Requested copies of the reviewers' comments?

_____ 3) Carried out any negotiations for recommended modifications in the proposal and rewritten the proposal document as necessary?

_____ 4) Not made any expenditures until a letter of credit or some form of expenditure authority is received?

_____ 5) Completed a general plan for hiring staff, securing facilities and equipment, and implementing the project? Continued preliminary planning for refunding or for continuation of the project after the first year?

from Mary Hall, Developing Skills in Proposal Writing (September 1971), Office of Federal Relations, Extension Hall Annex, University Campus, Corvallis, Oregon 97331.

Name____________________

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DATA REQUIREMENTS

CALIFORNIA COMMUNITY COLLEGES EDUCATIONAL PROGRAMS FOR THE HANDICAPPED

Objective: Using the Work Sheet, participant will formulate his own data requirements and identify possible sources of these data.

1. What specific information do you need to identify the population of handicapped in the community?
2. Where would you go to find the data you need?
3. By what means can you assess the needs of this population for the services of the college?
4. What resources are available in the community to help you do this?
5. What resources are available on campus to assist in this activity?
6. In the California Community College Resource Book you will find data on "Special Education Enrollment Distributions." In the section presenting Program Enrollment, find the data for your county. How can you use these data?

STATEWIDE [illegible]MMARY
OF ENROLLMENTS
IN SPECIAL EDUCATION PROGRAMS

BY COUNTY SPRING 1970

COUNTY	Program Enrollments															Total
	Physically Handicapped										Mentally Retarded					
	Deaf	Severely Hard of Hearing	Moderately Hard of Hearing	Blind	Partially Seeing	Orthopedic or Other Health Impaired	Aphasic	Pregnant Girls	Speech Handicapped	Remedial P.E.	EMR	TMR	Educationally Handicapped	Mentally Gifted	Development Centers for Handicapped Minors	
Alameda	112	119	14	93	106	514	38	197	6,573	1,063	2,754	533	3,040	6,612	104	21,872
Alpine	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Amador	0	0	0	0	0	0	0	0	90	0	10	0	51	0	0	151
Butte	8	9	0	7	9	85	6	4	1,214	72	271	78	522	29	20	2,334
Calaveras	0	0	0	0	0	3	0	0	79	0	23	8	35	29	0	177
Colusa	0	0	0	0	0	0	0	1	107	0	21	9	9	0	0	147
Contra Costa	103	90	62	33	27	267	21	75	3,598	399	828	264	3,075	7,700	60	16,602
Del Norte	0	0	0	0	1	8	0	0	171	0	65	8	118	0	0	371
El Dorado	0	5	0	0	9	17	0	1	308	69	129	27	233	54	0	852
Fresno	43	25	1	23	6	203	0	11	2,831	31	1,655	178	475	680	20	6,182
Glenn	0	0	0	0	0	0	0	0	344	0	0	0	0	0	0	344
Humboldt	5	9	7	13	3	40	0	49	741	0	320	54	172	50	0	1,463
Imperial	7	0	0	5	8	43	9	23	587	45	205	113	77	0	0	1,122
Inyo	0	0	0	0	4	2	0	0	76	0	36	5	36	0	0	159
Kern	17	66	0	31	17	185	5	4	685	99	1,356	293	488	725	54	4,025
Kings	0	7	0	0	0	21	0	23	219	0	438	36	174	55	0	973
Lake	0	0	0	0	0	1	0	0	88	0	47	15	69	0	0	220
Lassen	0	0	0	0	0	3	0	0	142	0	74	9	51	0	0	279
Los Angeles	1,149	546	76	505	339	4,668	41	689	26,801	32,984	22,486	2,862	11,019	39,750	241	144,156
Madera	0	0	0	0	0	23	0	0	242	0	126	33	94	0	0	518
Marin	27	22	24	23	24	92	7	14	1,103	100	169	78	870	1,377	40	3,970
Mariposa	0	0	0	0	0	2	0	0	12	0	10	11	24	21	0	80
Mendocino	0	0	0	4	9	3	0	1	186	0	191	45	49	151	0	639
Merced	1	13	6	0	7	12	13	0	963	72	450	49	377	123	32	2,118

COUNTY	Program Enrollments															
	Physically Handicapped										Mentally Retarded					
	Deaf	Severely Hard of Hearing	Moderately Hard of Hearing	Blind	Partially Seeing	Orthopedic or Other Health Impaired	Aphasic	Pregnant Girls	Speech Handicapped	Remedial P.E.	EMR	TMR	Educationally Handicapped	Mentally Gifted	Development Centers for Handicapped Minors	Total
Modoc	0	0	0	0	0	0	0	0	0	0	1	19	2	0	0	22
Mono	0	0	0	0	0	0	0	0	69	0	16	0	42	0	0	127
Monterey	11	20	0	6	19	73	5	42	2,182	10	478	137	607	555	39	4,184
Napa	14	10	6	7	8	18	0	5	448	252	180	82	356	419	19	1,824
Nevada	0	0	0	0	1	2	0	0	171	0	71	14	42	0	0	301
Orange	375	161	44	116	77	693	116	137	8,849	3,751	3,212	852	3,932	8,399	117	30,831
Placer	0	0	8	1	9	95	0	7	507	0	231	66	257	32	0	1,213
Plumas	0	0	0	0	0	16	0	8	0	0	102	0	72	0	0	198
Riverside	33	22	5	41	16	246	3	64	1,915	368	1,680	214	1,107	1,571	17	7,302
Sacramento	164	95	0	51	48	298	0	40	4,557	464	1,912	456	1,617	6,474	18	16,194
San Benito	0	0	0	0	2	2	0	2	0	0	53	0	0	0	0	59
San Bernardino	91	55	16	71	55	534	19	86	3,252	127	2,556	674	1,521	4,753	20	13,830
San Diego	111	171	501	103	65	1,105	4	72	7,157	873	4,121	796	3,782	10,819	215	29,895
San Francisco	51	78	0	43	23	584	11	220	2,872	170	1,396	152	873	3,411	60	9,944
San Joaquin	49	14	20	18	5	136	0	49	1,260	383	978	226	454	944	76	4,612
San Luis Obispo	0	14	0	2	5	28	0	13	313	0	247	49	327	289	10	1,297
San Mateo	73	22	0	49	19	239	35	67	3,542	213	537	166	1,671	2,482	0	9,115
Santa Barbara	14	25	0	16	4	116	6	46	1,829	204	467	143	735	929	0	4,534
Santa Clara	167	148	19	53	56	370	0	54	7,984	215	1,495	500	3,275	8,819	58	23,213
Santa Cruz	0	21	12	10	5	46	0	9	798	75	301	117	350	67	0	1,811
Shasta	0	13	0	6	0	19	0	19	176	12	271	62	354	131	0	1,063
Sierra	0	0	0	0	0	0	0	0	0	0	8	0	15	0	0	23
Siskiyou	0	0	0	0	0	6	0	2	217	0	52	0	78	0	0	355
Solano	15	22	3	0	19	63	19	46	1,325	0	433	142	368	132	0	2,587

COUNTY	Program Enrollments															Total
	Physically Handicapped										Mentally Retarded					
	Deaf	Severely Hard of Hearing	Moderately Hard of Hearing	Blind	Partially Seeing	Orthopedic or Other Health Impaired	Aphasic	Pregnant Girls	Speech Handicapped	Remedial P.E.	EMR	TMR	Educationally Handicapped	Mentally Gifted	Development Centers for Handicapped Minors	
Sonoma	1	31	0	13	9	60	0	11	1,224	26	454	128	467	165	40	2,629
Stanislaus	0	0	36	18	20	72	0	1	1,494	142	1,025	136	309	752	0	4,005
Sutter	0	17	0	0	0	0	6	5	556	0	154	41	89	330	0	1,198
Tehama	0	7	0	0	0	4	0	0	0	16	82	21	52	0	0	182
Trinity	0	0	0	0	0	5	0	0	16	0	27	0	0	0	0	48
Tulare	0	2	6	18	5	105	0	16	1,187	213	670	141	539	424	90	3,416
Tuolumne	0	8	0	0	0	2	0	0	96	0	66	12	2	0	0	186
Ventura	58	40	1	27	16	275	0	120	2,183	135	983	179	1,242	782	0	6,041
Yolo	0	0	0	11	4	22	0	28	645	0	288	44	293	171	20	1,526
Yuba	0	0	0	4	4	26	0	7	500	34	138	22	33	105	0	873
TOTAL FOR STATE	2,699	1,907	867	1,421	1,063	11,452	364	2,268	104,484	42,617	56,349	10,299	45,921	110,311	1,370	393,392
Total by Major Category	169,142										66,648		45,921	110,311	1,370	393,392

RULES TO GUIDE YOU IN SELECTING A FORECASTING TECHNIQUE

Forecasting Premise I

There is a penalty, P, (tangible or intangible) which is "paid" for being wrong in forecasting a quantity or factor of interest.

1. Estimate and anticipate the potential impact of the forecast.
    - A. With respect to your own work and programs
    - B. With respect to the work and programs of others
2. Anticipate the potential courses of action you might take if forecasted value is wrong.
    - A. If fix is high cost---hard.
    - B. If fix is low cost---soft.

Forecasting Premise II

Three factors are associated with any forecast:

1. Current Value of quantity as factor of interest
2. Forecasted Value of quantity or factor of interest
3. Span of Time over which the forecast must endure

1. Carefully specify exact nature of quantity or factor of interest.
    - A. Does it really have a current value?
    - B. Or is it, in fact, a previously forecasted value which has gained credibility through age, and constant reference.

2. Make sure that forecasted quantity or factor of interest will have relevance in the context of the on-going future situation.
3. Carefully specify the span of time over which the forecast must endure. Have you taken maximum advantage of available flexibility.

Forecasting Premise III

To expend effort while creating a forecast serves to increase the level of confidence which you receive from the forecasted value.

1. Pick a confidence level you can live with.
2. Expend as much effort as you can justify.
3. Plan to make up the difference programmatically.

Forecasting Premise IV

The confidence level of a forecasted value can be made arbitrarily high by making the span of time over which the forecast must endure, arbitrarily small.

1. Replace single time span over which forecast must endure with series of shorter intervals.
2. Pick simplest technique, consistent with desired confidence, relative to shorter time span.

Forecasting Premise V

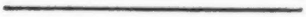
The level of confidence you are advised to strive for in generating a forecast is proportional to the associated penalty. (See III)

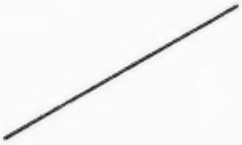
Forecasting Premise VI

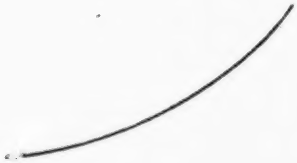
The utility of any particular forecasting technique is, in large measure, determined by the degree of success you will have in fostering a shared understanding or acceptance regarding the credibility of the forecast.

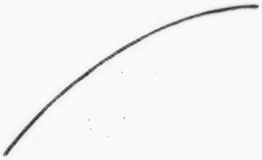
1. Pick technique that you can explain wisdom of to others.

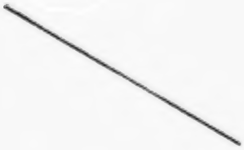
EXAMPLES OF FORECAST TRENDS

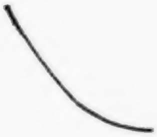
1.  Static Situation

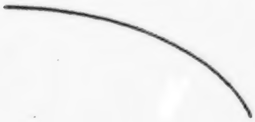
2a.  Growth - Constant

b.  Growth - Increasing Amount
Constant Rate;
Increasing Rate

c.  Growth - Decreasing Amount
Decreasing Rate

3a.  Decline - Constant Amount

b.  Decline - Decreasing Amount

c.  Decline - Increasing Amount;
Increasing Rate

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FORECASTING TECHNIQUES

CALIFORNIA COMMUNITY COLLEGES
EDUCATIONAL PROGRAMS FOR THE
HANDICAPPED

Function # _____ - ______________________________

1. In what ways is forecasting related to successful implementation of the function?

2. Provide an example of a soft or a hard penalty which would be "paid" for being wrong in forecasting a variable of importance to this function. Why is the penalty hard/soft?

3. Select 5 items of data that you believe necessary to forecast for the proper implementation of this function.

DATA	SIMPLE OR COMPLEX	HOW LONG SHOULD THE FORECAST ENDURE	IS THE PENALTY HARD OR SOFT	INDICATE THE KINDS OF EFFORT WHICH MUST BE EXPENDED TO ACCOMPLISH THIS FORECAST	WHAT KIND OF FORECASTING TECHNIQUE SHOULD BE USED

DERIVING JOB PERFORMANCE REQUIREMENTS

Definitions

1. Task: What the worker does to perform the primary functions of the job.
2. Operation: A primary function of the job.
3. Job Title: The name commonly given to the worker who performs a given job.

Job Performance Requirements Analysis

1. Observe the worker as he performs the job. Make several observations over time.
2. List everything the worker does to perform his job.
3. Validate the list of tasks.
4. Group these tasks into operations.
5. Rank the operations in terms of their importance to the job.

   Rankings:

   Level 1 - extremely critical to job performance; operation can be expected to be performed by everyone holding this job, regardless of the job environment.

   Level 2 - moderately critical to job performance; operation may be of the type that distinguish superior job performance from competent job performance; operation is usually performed, but not necessarily in every job environment.

Level 3 - not critical to job performance; often may be performed by persons holding related, but different, jobs.

6. Derive Job Performance Requirements - Identify what skills the worker needs to perform the job.

Dictionary of Occupation Titles is an excellent reference. Worker Trait Components are presented, in the Third Edition, Volume II, Appendix B, page 651.

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JOB PERFORMANCE REQUIREMENTS ANALYSIS

CALIFORNIA COMMUNITY COLLEGES EDUCATIONAL PROGRAMS FOR THE HANDICAPPED

Objectives: Participant will identify college functions which require task analysis information and will suggest how the data can be used in the particular functions of guidance and placement.

Participant will identify resources both on-campus and off-campus to assist in providing job performance requirements.

1. Look at the flow diagram of functions relating to handicapped students on campus. Can you identify functions which require information obtained from systematic task analysis?
   1.
   2.
   3.
   4.
   5.
   6.

2. Can you identify resources which are available on campus to provide this information?

3. What off-campus resources can provide data obtained from task analysis?

4. Suppose you are involved as enabler in designing curricula for a program to train partially deaf and hard of hearing students in food service occupations (or select a situation of particular relevance to you). What resources from the college and the community would you select to serve on an advisory committee?

5. How can job performance requirement analysis be applied to the placement function?

6. How can the systematic approach of determining job performance requirements be applied to the guidance function at your college?

7. How can this technique be used in program evaluation?

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DERIVATION OF INSTRUCTIONAL PROGRAMS

CALIFORNIA COMMUNITY COLLEGES EDUCATIONAL PROGRAMS FOR THE HANDICAPPED

Objective: Participant will describe ways to apply the process of deriving instructional programs to meet the needs of handicapped students.

1. Can you identify information you would need to assess a handicapped student's capability to succeed in an instructional program?

2. What resources are available on campus to provide this information?

3. What off campus resources could provide information?

4. How would you determine what instruction the handicapped student requires for a course of study?

5. What support services might be needed by a handicapped student to succeed in an instructional program?

6. Can you identify at least two criteria by which you would evaluate the effectiveness of an instructional program for handicapped students?

   1.

   2.

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PROGRAM EVALUATION

CALIFORNIA COMMUNITY COLLEGES EDUCATIONAL PROGRAM FOR THE HANDICAPPED

Objective: Participant will specify at least two measurable short-term objectives for improving education for handicapped students on his own campus. Participant will also identify the primary criteria by which he will determine to what extent these objectives have been met.

1. Specify at least two measurable short-term objectives for improving education for handicapped students on your campus.

   1.

   2.

2. Identify the primary criteria by which you will evaluate to what extent the objectives have been met.

Objective #	Evaluation Criteria
1.	
2.	

3. Can you identify people on campus who might participate in program evaluation?

4. Suggest one or two appropriate people on campus who could direct the evaluation effort.

5. List at least one way you can make sure that evaluation is also part of your program planning activities.

6. How could data from a follow-up study of handicapped students from the college be useful to program planning?

A Check List for Evaluating the Process of Program Planning

CRITERIA	Is practice satisfactory? Yes	No
Organization for Planning		
1. All groups concerned (community, pupils, and staff) participate in planning program purposes and policies.		
2. The faculty planning group is ultimately responsible for implementing purposes and policies through plans for learning experiences.		
3. Each specific job of program planning assigned an individual or group is assigned and reviewed by the total faculty planning group.		
4. The service of individuals and groups in preparing program plans and materials are organized to facilitate final adaptation and planning by the planning group.		
5. Some competent individual is designated and functions as coordinator of program planning.		
Steps in Planning		
1. Program plans are designed to accomplish agreed-upon goals.		
2. The framework of the program is tentatively outlined and understood by the faculty planning group as a basis for making more specific plans.		
3. Resource units are planned in sufficient number and breadth to give direction and asssitance to the planning of individual teachers.		

CRITERIA

Is practice satisfactory?

Yes No

Steps in Planning cont.

4. The teacher's preparation of unit plans gives first consideration to total faculty agreements regarding areas of emphasis as indicated by over-all program plans and resource units.

5. The ultimate initiation and classroom development of units of work involve cooperative planning with learners.

Ways of Working

1. A systematic set of procedures for evaluating program planning is in operation.

2. Changes in the procedures of program planning are based on evidence as to the need for change.

3. The help of each group and individual involved in program planning is utilized in terms of potential contributions rather than status.

4. Each job of planning assigned to and accomplished by an individual or group is evaluated and accepted or modified by reference to the goals and needs of the total school program.

5. Group planning activities are so conducted as to direct the creative abilities of all involved toward the goals sought.

6. Group decisions are made on the basis of careful consideration of issues and alternatives.

7. An atmosphere of cooperative planning and evaluation pervades all planning groups and the school as a whole.

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